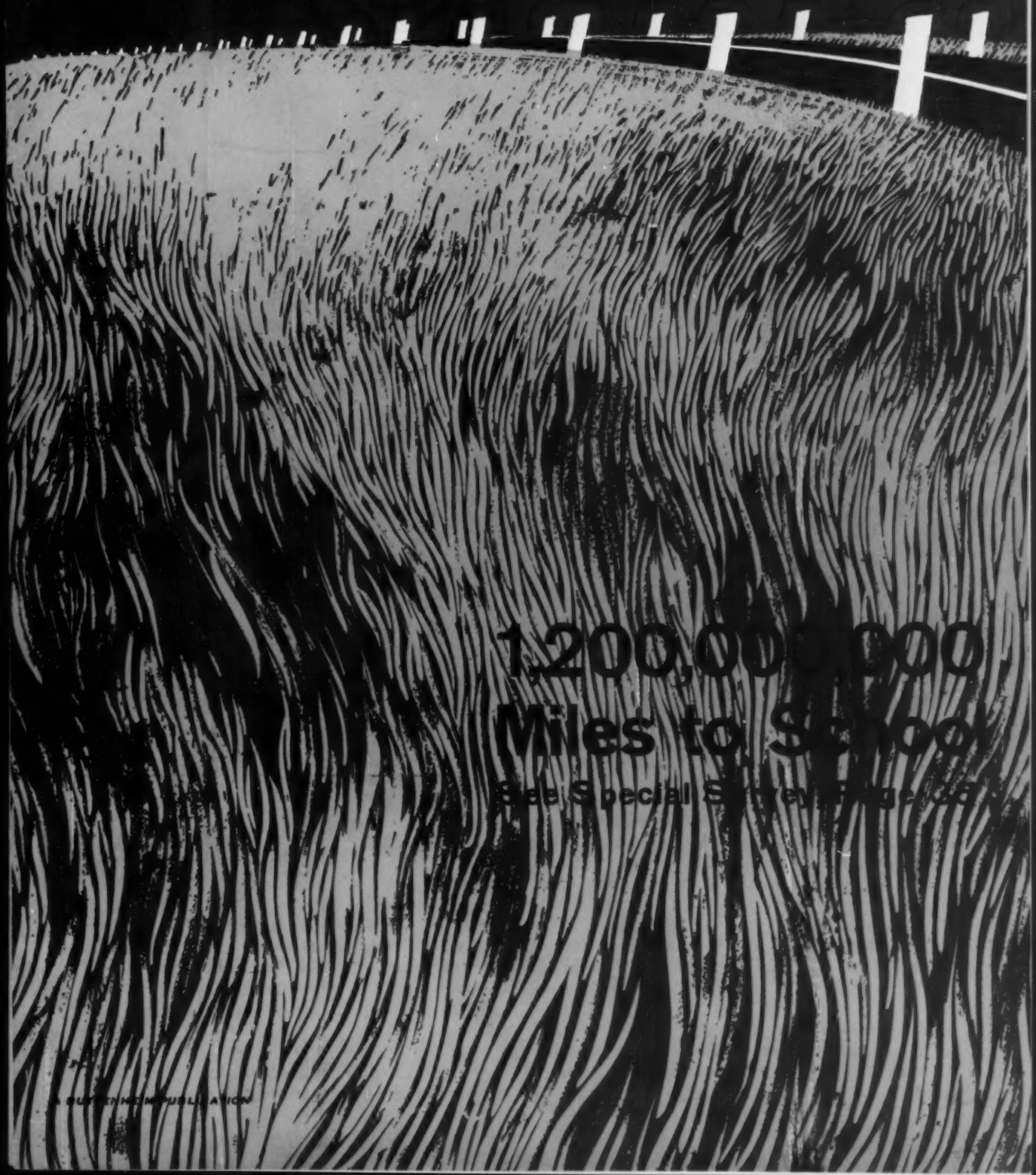
OVERVIEW

For All Educational Executives August 1960



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OVERVIEW

For All Educational Executives

A Buttenheim Publication

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. . . all across America, carrying eleven million children to and from school. This and other data will be found in our exclusive transportation survey, beginning on page 35.

Our wheels of research began rolling on the subject of school transportation a little more than seven months ago. Questionnaires to each state, volleys of follow-up letters, masses of statistics, and three shelves of published literature all went into the work. The results are now on your desk (a full year before official government figures come out) to give you a running start on your fall transportation evaluations.

Getting out and digging up the facts —instead of waiting for them to drift in through the mail—is a leaf from the best journalistic practice. This is one more way in which OVERVIEW is working to serve the profession of education.

Incidentally, four months ago we established contact with a quartet of top newsmen stationed in the far corners of the globe. Their on-the-spot reports of totalitarian school practices will be published next month in OVERVIEW. Title: "The Subverted Classroom." A unique back-to-school feature you won't want to miss.

Donald V. Buttenheim

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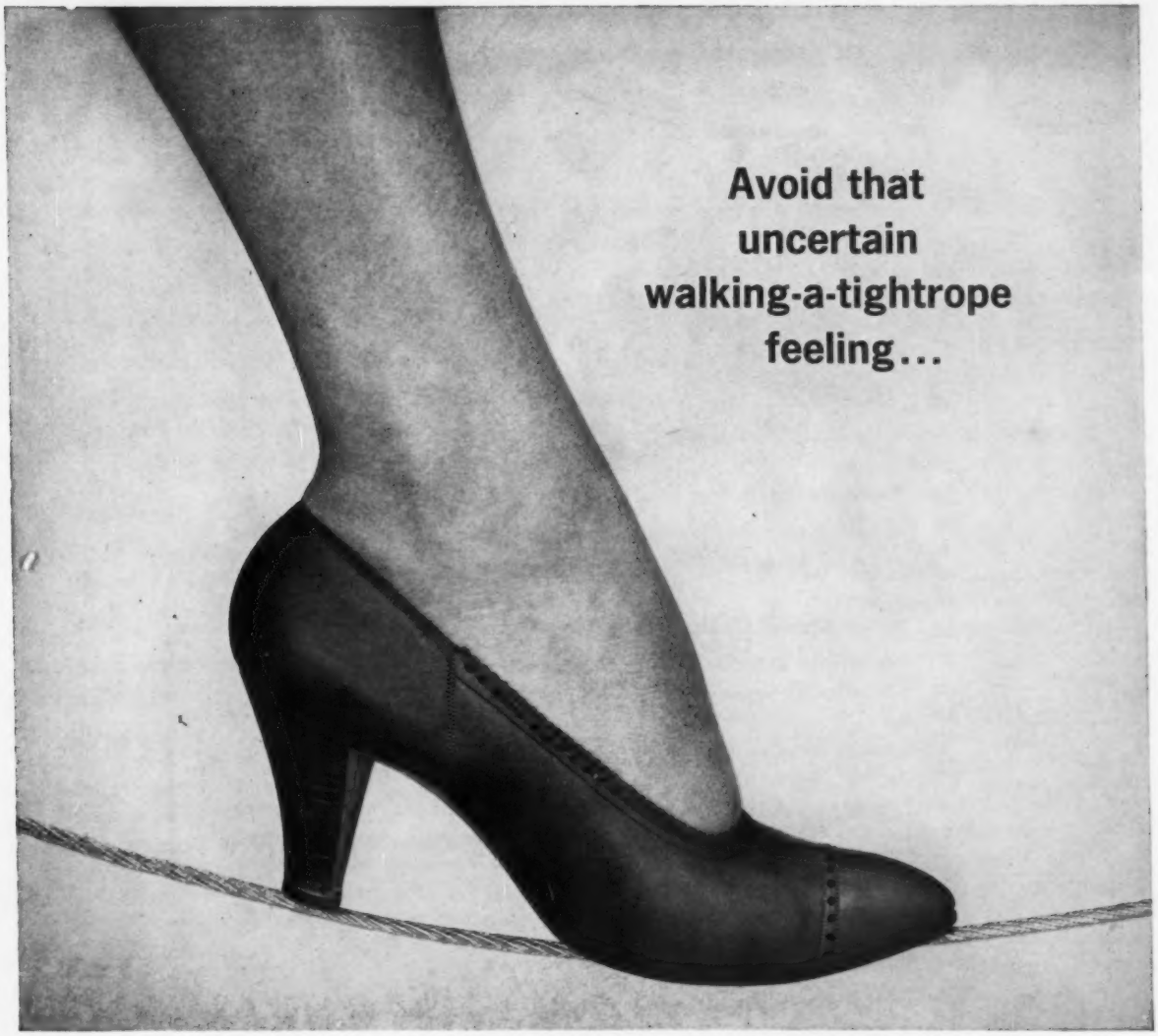

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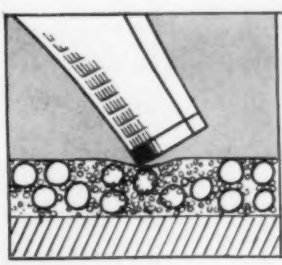

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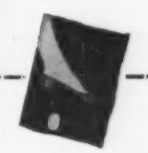

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OVERVIEW

For All Educational Executives

August 1960

26 **New Pattern for State Aid**

Aid-to-education law in Rhode Island guarantees a minimum of 25 percent of the full cost of schooling to every community.

32 **Who Killed Cock Robin?**

Washington writer E. E. Halmos, Jr., holds a post-mortem on education bills that didn't come out of the 86th Congress.

35 **1,200,000,000 Miles to School**

That's the total chalked up by the nation's public school buses last year. For more totals on costs, buses, pupils, and state aid and a state-by-state breakdown, check this exclusive OVERVIEW survey of the school transportation picture. It gives education executives a set of benchmarks as the new school year shifts into gear.

38 **Your Bus Dollar**

Pay-as-you-drive bus purchasing plan, offered by a Wayne bus subsidiary, is helping many schools to keep up with their transportation load.

40 **Buses and the Law**

Don't wait until you're in court to know the legal rulings on pupil transportation, author Armand J. Galfo advises.

42 **Feast and Famine in the United States**

This healthiest of all nations suffers from both over-feeding and undernutrition, Drs. Van Itallie and Hundley report.

44 **The Automobile Invasion**

A student population on wheels threatens to choke the school and college campus; Gilbert Seltzer tells where to head for a solution.

46 **Canada's System of Local Control**

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48 Six Ways to "Keep 'Em Rolling"

If you doubt that you're getting full mileage from your transportation program, read Welsey Dorn on checking bus maintenance costs.

51 Orienting the New Teacher

Esther Kinnan tells how senior staff members help new personnel fit into their first jobs—long before the pressure of opening day.

52 Tourism and Personnel Policy

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56 Surcharge on "Free" Education

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LETTERS

"One"

I read your article "Educating One" [June, page 11] with great delight and interest. You advocated the same philosophy of education which we who are in vocational education have been using and encouraging for many years. It is indeed very rewarding to have someone in your position emphasize the principle of individual student instruction. I am sure that too many educators have, for many years, been teaching subjects and not students. We must consider first and foremost the individual and his needs if we are to be successful teachers. . . .

LESTER HALE, Specialist, Instructional Materials, Indiana State Teachers College, Terre Haute

When a university administrator can single out one article or editorial and say, "This is the best that I have read in many a day"—it has to be good. Your article [*One View*] in OVERVIEW is one of the finest statements relative to the importance of the individual that I have ever seen. Sincere congratulations to you on a fine job and a fine magazine. . . .

FRANK G. DICKEY, President, University of Kentucky, Lexington

Design Competition

. . . I liked the architectural competition section [Ninth Annual Competition for Better School Design, June], but wish there could be more on each school—especially floor plans.

G. A. WILSON, President, Association of School Business Officials of the United States and Canada; Assistant Superintendent, Business Administration, Oak Park & River Forest High School, Oak Park, Ill.

• *Ed.: So do we. We're planning to run more on Gary, Ind. in October and others later in the year.*

Circle OV-106 on reply card, last page

"my grandfather makes the best playground equipment in the whole world ...because he loves little people like me! he makes slides and swings and seesaws and all kinds of things. They're real strong and they're very safe. if you're going to buy playground things you better talk to my grandfather or my father first. they're both named mr. burke."

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Letters (continued)

Politicians on Education

This exclusive report "The Candidates Speak on Education" [July] is a real scoop and a fine contribution. I am delighted that you and your co-workers were able to secure these statements which will indeed be very useful as the presidential and state campaigns proceed.

MAURICE F. SEAY, Director, Division of Education, W. K. Kellogg Foundation, Battle Creek, Michigan

Reading

. . . I liked particularly the article on professional reading ["Professional Reading—Professional Growth"] in the April issue.

ESTHER S. KALIS, Librarian, General Electric Company, Ossining, N. Y.

New Glory

Just read your comments "Old Glory—and New" [*One View*, July]. As usual, your penetrating analyses of the contemporary scene stimulates me immensely.

FINIS E. ENGLEMAN, Executive Secretary, American Assn. of School Administrators, Washington 6, D. C.

Business On Campus

. . . Keep up the good work with OVERVIEW. I enjoyed especially the article describing the summer program for business executives ["Business Goes to College," May].

RICHARD A. DERSHIMER, Executive Secretary, Delaware School Study Council, University of Delaware, Newark

Kudos

Congratulations on OVERVIEW! I agree that the various areas in education are best handled in a single comprehensive publication, because they are all closely interrelated. You are doing an excellent job in this respect and are making a real contribution to education.

In reviewing OVERVIEW I find that most of it is of interest and value to me in my work. The advertisements are especially appealing, interesting and informative.

Your school plant reference and purchasing file [AMERICAN SCHOOL AND UNIVERSITY] is also used in this office as well as in our individual schools, providing us with an important reference and with a ready list of suppliers, with descriptions and specifications of their products. We strongly depend on this publication as the only reference of this kind available, as far as we know. It fills a real need. . . .

DONALD W. KOFOED, Business Manager, District No. 2, Bedford Central, Mount Kisco, N. Y.

I found the July issue of OVERVIEW nice and crisp for reading, with excellent graphics throughout.

WILLIAM W. CAUDILL, AIA, Caudill, Rowlett and Scott, Houston 6, Texas

Penn's Hoses and Radios

• *Ed.: A number of readers have asked where they can find the maintenance equipment used at Pennsylvania State University, described in "Upkeep of a University City," June* OVERVIEW—*specifically the long-handled hose brushes with which men can clean windows 40 feet high while standing on the ground, and the pocket radio receivers, tuned in to the campus phone system, each maintenance man carries. We relayed the queries to Penn State and herewith is the reply:*

The window washing equipment we are using is manufactured by the Tucker Manufacturing Co., Inc., of Cedar Rapids, Iowa, who, I feel sure, will forward upon request information concerning the equipment to anyone desiring it.

Information concerning the radio receivers (page masters) we use will be forwarded by the Utilities Division of our department where the administration and control of them obtains.

C. A. LAMM, Head, Building Maintenance and Operation, Department of Maintenance and Utilities, Pennsylvania State University, University Park

Circle OV-107 on reply card, last page

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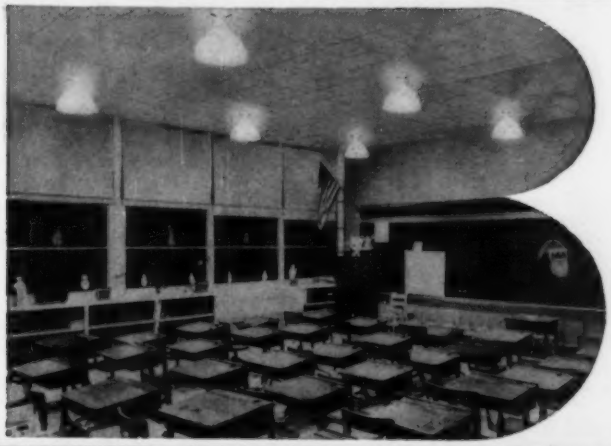

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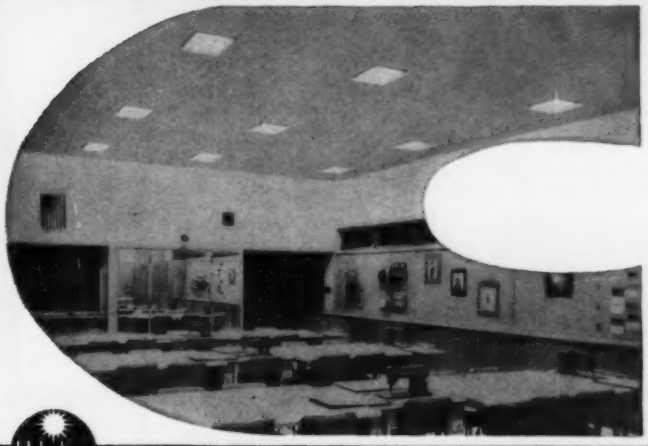

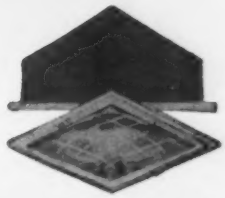

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ONE VIEW

Archibald B. Shaw

Class Size and Educational Expectations

IT'S FASHIONABLE now, and convenient for those concerned about costs, to shrug one's shoulders about class size. Research findings vary enough so that one can find support for nearly any position. In practice, leading independent schools use small classes as a cornerstone of their educational policy, and advertise their concern for the individual. Yet in America's large cities the odds are ten to one against an elementary school child's being in a class as small as twenty-five.

Granted that research in education is pitifully slim, the apparent confusion in its findings may be not so much in the research itself as in the questions and more particularly in the value-language in which those questions are couched.

President Eisenhower can report to a whole nation. A rare commencement speaker can inspire thousands. Millions can learn from a mass circulation magazine, or from the daily press. But a baby-sitter may be effective with only a handful. The graduate professor can take on but a very few students without peril to their learning and to his research. Clearly the number "taught" together—a class—must be determined by the goals and by the processes appropriate to the goals and to the people served.

When teaching is acculturation—the passing on of information, skill, and appreciations which make up our heritage—class size requirements are determined by three factors: (1) the teacher's ability to command attention, to communicate clearly, to test accurately, and to reteach effectively; (2) the range of aptitudes, background, and motivation of the class group; and (3) the degree of responsibility for mastery expected of all. The effects of group size are fairly easily measured in such a situation. This teacher's job is the ancient one performed by the Greek schoolmaster.

But the Greeks had a word for another kind of teacher —the pedagogue. Distinct from the schoolmaster who imparted learning, the pedagogue *directed* learning. He was usually an employee (slave) of the family, responsible for the development of attributes, attitudes, habits—of the "whole child," in short. His effectiveness was measured in the every-day conduct and bearing of his charges.

In the elementary schools we combine these roles, and here the number in a given class is determined by the degree to which the schoolmaster must also be the pedagogue. Excellent testimony of superior teachers sets the upper limits somewhere near the figure recognized in ancient Talmudic interpretation: "For every twenty-five there shall be a teacher." Simple research—even so simple as the arithmetic division of teacher's time or the geometric increase in complexity of relationships—will demonstrate the effects of class size on the pedagogic role.

In secondary schools and colleges, we try to reduce the pedagogue's responsibility and share it among home, church, guidance counsellors, and deans. For high school we're saying something about two hundred fifty students to one counsellor, for example, apparently because that's

fewer than the usual load. In colleges the dean of students may have a far greater load, apparently on the assumption that the student himself has largely outlived the need for a pedagogue.

A class can be of any size, nearly. The larger the class the less will the teacher be a pedagogue, the more he must be a schoolmaster. And the very real dilemma for the conscientious administrator is how to fit the expectations held by teacher, students, parents, and public to the realities of class sizes actually in being.

What makes it hardest of all is the tradition of American schools which makes every child important and assigns pedagogue roles to every teacher. Putting more and more cross grids of support under the student—home-room teachers, vocational guidance counsellors, psychologists, deans, student service personnel—may meet this need, but it's our hunch that the very specialization of personnel has what Toynbee calls awkward consequences worth attention—and that it will cost as much and require as many people.

How big the class? Just answer for the particular group how much is the teacher to be a schoolmaster, how much a pedagogue. •

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Apogee of the Junior College

If wonder is the seed of science, then the liberal arts college is the soil in which it germinates. The scientist has emerged as one of our most significant spokesmen, but this does not mean that American colleges will meet the challenge of tomorrow merely by adding more science courses and graduating more science students. Unless we educate students who can deal intelligently with the problems of our complex society, our collegiate seedlings are liable to grow up into deciduous citizens whose roots are on the surface and whose decisions are made by someone else.

The genius of the junior college concept is that it insures to each student, whatever his chief field, a core of humanities studies. Whether he is a vocational or liberal arts major, whether he plans to terminate his education in two years or transfer to a state college or university, the junior college student is assured of a complete undergraduate education.

The real meaning of humanities today is the study and debate of the basic issues of our times. If scientists are going to play a key role in the use of atomic weapons, for example, then they'd better have a background of qualitative as well as quantitative studies.

Like Candide, we in the junior college can best achieve our objective by tending our garden. We don't have to offer courses in advanced satellite studies to find our educational apogee. So long as we keep our feet on the ground and nurture every one of those seeds with a complete, balanced and well fertilized two-year undergraduate program, we'll be carrying out the real purpose of the junior college.—*Sidney W. Brossman, chairman, language arts, Chaffey College, Ontario, Calif.*

The Classroom Without Windows

"Windows are about as obsolete as the whip socket on the first gas buggies."—*Dr. Paul A. Miller at the Carrier Corporation seminar, "Improving Learning Environment," June 29, 1960.*

A highly respected and thoughtful superintendent of schools reached that conclusion after careful study, observation, and consultation. Superintendent Miller led the planning for a junior high school under construction in Syracuse, New York, convinced that an effective school plant must be planned for round-the-clock, twelve-month use, and that maximum learning takes place in a controlled environment.

When it was proposed that windows made it harder to control the environment, Dr. Miller asked some questions and reached some answers. To quote him:

"What are they (windows) used for now? Ventilation? No! Actually they are the source of heat build-up. Light? Unsatisfactory. Shades are pulled now. Modern lighting is better without windows. Vision? What can you see in a city—especially with shades pulled? In the country? What about the glare?

"Then the big question. What about claustrophobia? Do you hear complaints about shopping in windowless stores or working in glassless plants and office buildings? In fact, we have had little inquiry of this kind."

This is necessarily an over-simplification of Superintendent Miller's presentation. He went on to describe the many ways a windowless classroom can be better adapted to modern instructional aids, for example. But the question perseveres. Is the window obsolete?

OVERVIEW invites its readers to hazard an answer to this question. Letters will be published on this page.

The Right to Work

Adolescents need work experience, not primarily as vocational preparation but as a way of growing up, of discovering themselves, of building self-respect and maturity. But their need is hardly a right, as of now.

Child labor laws designed to protect the young from exploitation are too often now a hindrance. Employers hesitate to add temporary workers as skills count for more and more. Unions, protecting employment, still enforce restrictions which grew out of earlier struggles for recognition and a living wage for breadwinners.

But if we are to provide this maturity-building experience to teenagers, laws, rules and attitudes must change. All of us have a stake in the problem. We must find ways which give both appropriate protection and wider opportunity for teenagers.

New and Obsolete

The overwhelming trend today in buildings (and vehicles) where people live, work, play, or ride, is to air conditioning—except in schools and colleges. At the minimum, provision is made for heating and cooling. Increasingly the air in which people live—and breathe—is being conditioned for health as well as comfort.

But not schools. Father drops Junior off and drives on in an air-conditioned car to his air-conditioned office or shop, has lunch in an air-conditioned eating place, and frets about the heat and humidity between his parking spot and the building. Junior sits in a hot stuffy classroom, eats in a noisy humid cafeteria, and escapes to an outdoors which is unbearable for Dad, but heaven in contrast to Junior's working place.

Ten years—maybe five—from now people will marvel at the shortsightedness of those who planned buildings going up today on school and college campuses with no provision for cooling, let alone air conditioning. It won't matter whose fault it was; it will matter that the cost of correction will be so greatly compounded.

Obsolete is a strong word. But if the experience in office buildings, factories, and apartments is any guide, it is not much exaggeration to say that new classroom buildings, offices, and dormitories without air conditioning built in or planned, are both new and obsolete. ●

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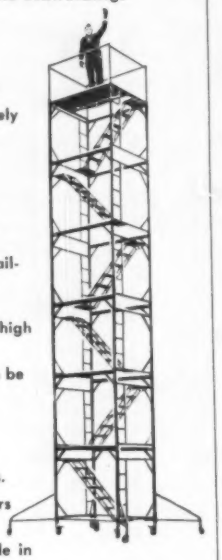

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CALENDAR

AUGUST

1–12, American Society of Training Directors, 7th Annual Institute. At the University of Wisconsin, Madison. Exec. dir.: Gordon M. Bliss, 2020 University Avenue, Madison 5, Wis.

6–9, National Audio-Visual Assn., Inc. At Chicago, Ill. Exec. sec.: Don White, Box 337, Fairfax, Va.

7–10, College and University Personnel Assn. At Pittsburgh, Pa. Exec. sec.: Donald E. Dickason, 809 S. Wright St., Champaign, Ill.

15–19, American Federation of Teachers. At Dayton, Ohio. Executive Secretary, 28 E. Jackson Blvd., Chicago 4, Ill.

21–24, National Council of Teachers of Mathematics, Summer Meeting. At Salt Lake City, Utah. Sec.: M. H. Ahrendt, 1201 16 St., NW, Washington 6, D. C.

21–31, UNESCO World Conference on Adult Education. At Montreal, Canada. Ex. sec.: A. E. Manell, New York, N. Y.

SEPTEMBER

1–7, American Psychological Assn. At Chicago, Ill. Exec. sec.: John G. Darley, 1383 16 St., NW, Washington 6, D. C.

3–17, 13th International Banking School. At Noordwijk, Holland. Sr. Deputy Mgr., American Bankers Assn.: William Powers, 12 E. 36 St., New York, N. Y.

26–30, National Recreation Assn. At Washington, D. C. Exec. dir.: Joseph Prendergast, 8 W. 8 St., New York 11, N. Y.

OCTOBER

2–6, American School Food Service Assn. At Washington, D. C. Ex. dir.: Dr. John Perryman, P. O. Box 8811, Denver, Colo.

4–8, National Council on Schoolhouse Construction. At Toronto, Ontario, Canada. Ex. sec.: W. D. McClurkin, Peabody College, Nashville 5, Tenn.

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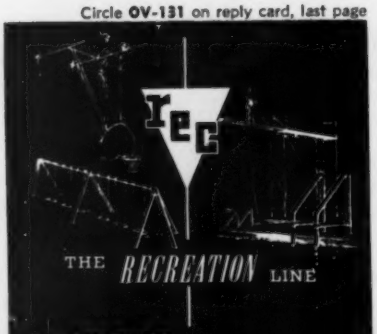

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6–7, American Council on Education. At Chicago, Ill. President: Arthur S. Adams, 1785 Massachusetts Ave. NW, Washington 6, D. C.

7–12, Department of Rural Education. At Louisville, Ky. Ex. sec.: Howard A. Dawson, 1201 16 St. NW, Washington 6, D. C.

Data for Delegates—Visit Kentucky School for the Blind; American Printing House for the Blind (world center of Braille printing); University of Louisville, the oldest municipal university in the United States. Tour through the huge tobacco factories and the world's leading bourbon distilleries and watch the especially interesting bottling process. See Churchill Downs, world famous for its Kentucky Derby and, if a side trip permits, the Bluegrass horse farms in Lexington, world's greatest concentration of horse breeding and training farms. A trip to Bardstown (39 miles) will show you what inspired Steven Foster to write his immortal song. Take a topcoat; it gets chilly in October.

9–12, National Assn. of Physical Plant Administrators of Universities and Colleges. At Boston, Mass. Ex. sec.: John H. Sweitzer, Earlham College, Richmond, Ind.

9–13, Assn. of School Business Officials. At St. Louis, Mo. Ex. sec.: Dr. Charles W. Foster, 1010 Church St., Evanston, Ill.

14–16, National Assn. of Public School Adult Educators. At Denver, Colo. Ex. sec.: Robert A. Luke, 1201 16 St. NW, Washington 6, D. C.

17–19, Adult Education Assn. of the U.S.A. At Denver, Colo. Ex. sec.: Dr. Glenn Jensen, 743 N. Wabash Ave., Chicago 11, Ill.

17–21, National Safety Council. At Chicago, Ill. Secretary: R. L. Forney, 425 No. Michigan Ave., Chicago 11, Ill.

18–21, National Assn. of Educational Broadcasters. At San Francisco. Ex. dir.: Dr. Harry J. Skornia, NAEB, 14 Gregory Hall, Urbana, Ill.

18–21, American Dietetic Assn. At Cleveland, Ohio. Ex. sec.: Helen H. Anderson, 620 No. Michigan Ave., Chicago 11, Ill.

22–27, American School Health Assn. At San Francisco. Ex. sec.: Dr. A. O. DeWeese, 515 E. Main St., Kent, Ohio.

31–Nov. 4, American Public Health Assn. At San Francisco. Ex. dir.: Dr. Berwyn F. Mattison, 1790 Broadway, New York 19, N. Y.

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ECONOMIC SCENE

Getting What You Pay For

THE PRICE OF building has risen over a long period of time more rapidly than almost any other part of our economy. Several recent reports have struggled with this problem. One of the best of them is *The Cost of a Schoolhouse,* recently published by the Educational Facilities Laboratories. It has a great many suggestions for using the school building dollars more wisely. This along with other recent reports convinces one of the complexity of the problem.

In general the reports say that you will get about what you pay for and not very much more. They do emphasize that there are a number of things that can lead to better buildings without much increase in cost.

One of the substantial elements in the rising building cost is the low degree of standardization of building elements. There have been some standardizations but very little compared to what might be possible.

The lack of standardized units leads to the inability to use modern machinery adequately in construction. The on-site cutting and fitting involves skilled labor in great quantities and at high prices.

Standardization of elements seemingly is going to be part of any program which will get costs down. If this is so, it is the school people who will have to play a major part in bringing it about. Architects and builders try to give school people what they want. We need major research money devoted to the effort to standardize on elements. The British have developed a modular scheme which is a step in the right direction, but for this country, with its highly developed mechanization, research would undoubtedly turn up savings of millions and perhaps billions of dollars overall were we to carry standardization of elements to its logical extreme.

There is another area of economy which sets off school buildings from industrial and commercial structures. This is the matter of permanence.

It is highly doubtful whether school buildings now being built should be used seventy-five years from now. For one thing, the location is likely to be wrong, traffic patterns will be inadequate and changed, and the design of the building itself will be inadequate for the tasks to be done at that time. Most school buildings erected in 1900 are probably unsatisfactory today. We have many reasons to assume that educational change will be more

drastic in the next fifty or sixty years than in the past sixty years. This means that it is highly questionable whether schools should be built with a prospective use of longer than forty, or at the most fifty, years.

If we get what we pay for in school buildings, do we want to pay for permanence in the building? One would hesitate to compare a school to a factory but certainly any businessman would think a long time before he built a factory with the expectation of using it for seventy-five years. Our most highly efficient and productive plants are being built with a rigidly planned obsolescence factor. Machines are written off in five years and replaced whether they are in good condition or not. Buildings are torn down and replaced when productivity and true economy dictate.

Chances are that we are in a period of rapid obsolescence of school buildings. In fairness to the children a generation from now we should be prepared to give them as many new buildings then as possible. We need another major study to discover how we can reduce the cost of the buildings built in light of a planned replacement in forty or fifty years. True economy is related to productivity. We cannot plan for the productivity of a given building more than thirty or forty years at the most. Hence, any planning for permanence may be wasteful.

This may be partly a matter of attitude. Occasionally it is the very same people who replace their mill or office building who regard a school building as being good forever. An economist is concerned not with saving money but with the most productive and fruitful *use* of money. Certainly anyone building schools today needs to think hard and research lengthily on the plan for obsolescence in the plant to be built. Experience in all the rest of our industrial and commercial life also shows us that the major breakthrough in costs will come only when we have planned so as to make the maximum use of our machine skills and reduce the on-site labor and school construction.

Capsule . . .

School bond interest rates now average 3.66 percent—the lowest point they have reached the past year. Further lowering of interest rates will depend on action by the Federal Reserve Board. Summer is traditionally a period of lessened credit demands, but they will pick up in the fall.

School building costs show few signs of changing the recent pattern: a slow but steady rise in building wage rates, fluctuations in building material prices, and small net advances in costs.

If recent wage increases of 2, 3, or even 4 percent, reported in many sections of the American economy, become sufficiently widespread they may finally exert pressure for increases in teachers salaries. Salaries for teachers have reached the stage where they are competitive for a substantial proportion, but they still lack the range to attract enough teachers of high ability.

—Harold F. Clark

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LATE NEWS

For further coverage, see pages 59–62.

EMPHASIS ON QUALITY: More than 15,000 teachers and other educators traveled to Los Angeles last month in quest of quality in education. The pilgrims, making their annual trek to the National Education Association convention, were most concerned with quality in teacher employment, curriculum, and in handling all types of students, especially the gifted.

Delegates were offered a program to stiffen requirements for teachers in private, parochial and public schools and colleges. It would require all teachers to hold certificates of eligibility to teach at any level. The proposal, under the auspices of the National Commission on Teacher Education and Professional Standards, sets up a five-year teacher-training program that includes an internship of supervised practice teaching.

Members also tentatively accepted a proposal to make a bachelor's degree mandatory for NEA membership after Aug. 31, 1964. Delegates must give final approval to the measure next year.

NEA officials disclosed that a comprehensive inventory of space-age changes in the schools was being launched. The two-year project will test the adequacy of school programs and recommend changes.

The meeting's sharpest wrangling was over school integration. After a bitter, three-hour debate, delegates adopted a mildly-worded integration resolution, defeating an attempt to inject stronger language. The new resolution is virtually unchanged from NEA resolutions since 1954.

Conflict between teachers' desires for "representative negotiations" and professional stature was left unsolved. A resolution supporting collective bargaining, but embodying a no-strike policy, was given interim approval. A committee has been named to draw up a new resolution by Oct. 15 for the board of directors.

* * *

TEAM APPROACH: While school and college administrators are making plans this summer to cope with the problems of a new school year, another segment of schoolmen is looking for new ways to involve the public in school affairs.

In Washington last month, close to 2,000 college and university public relations men, alumni officials, and development officers attended the first joint meeting of the American College Public Relations Association and the American Alumni Council. They discussed new techniques of getting their story before the public, how to win public backing, and how to rally a vigorous alumni group to the continued support of their institution. First-hand they examined new tools of their trade ranging from award-winning films about college life to colorful, fact-filled brochures telling the college story.

A week earlier, more than 200 public relations men from school systems throughout the nation converged on San Francisco for the annual meeting of the National School Public Relations Association. Against a background of the magnificent Golden Gate and San Francisco's fog-shrouded hills, participants cleared away some of the foggy thinking surrounding their role in the battle to secure quality education for America's youngsters.

Clayton Rose, NSPRA president, set the tone when he told participants their responsibility was to pave the way for the kind of education we must have in the years ahead. "Those in public relations must become imbued with the problems and possibilities of education if they are to rally the vast public support needed to run our schools."

He added, "People will only support the kind of schools they understand. It's our job to make them understand the kind of schools we need."

Delegates to the two Washington meetings heard these same sentiments echoed by Arthur L. Brandon, vice president for university relations at New York University. Brandon stated that real public understanding will always be basic to support of higher education. "We must not only relate the public to us, but must involve them with us."

* * *

IN THE COURTS: Three new law suits were filed by Negroes this past month in federal courts in the hope of opening up the public schools.

In Birmingham, Ala., a suit charges that the pupil assignment law, previously upheld by the U. S. Supreme Court, is "inadequate to provide relief."

A suit was filed on behalf of 39 Negro students from Volusia County (Daytona Beach), Fla. NAACP attorneys said it was the most extensive school suit ever filed in the nation.

Forty-four Negroes have filed a suit in Caswell County, N. C., seeking to desegregate schools there. Seven of the students have already requested transfers to the county's white schools.

The newest batch of litigation leaves Mississippi the only state that maintains complete segregation in its schools which does not have a suit pending to change the situation.

In face of a federal court order to desegregate New Orleans' schools in September, Louisiana Gov. Jimmie H. Davis has vowed that the city's schools would remain segregated. The Governor did not say just how he intends to preserve segregation;

he merely stated: "We will do what is appropriate and necessary to accomplish this purpose."

* * *

EDUCATION PLANKS: The 1960 Democratic National Convention adopted a strong civil rights plank in the Party platform, setting 1963 (the 100th anniversary of the Emancipation Proclamation) as the deadline "for at least first-step compliance" with the Supreme Court's school desegregation decision. The eighth "right for all Americans of whatever race, place of residence, or station of life" was "The right to a good education," and included promises of loans and scholarships, more classrooms, and aid in teacher employment.

On the Republican side (as we go to press) Philip H. Willkie, son of the late Wendell H. Willkie, is urging the G.O.P. to go on record for allowing college expenses to be among federal income-tax exemptions. Willkie, chairman of the Council for the Advancement of Small Colleges, is G.O.P. nominee for Superintendent of Public Instruction in Indiana and a delegate to the Chicago convention. Meanwhile, Gov. Nelson Rockefeller released a 2,000-word proposal, calling for enlarging the U. S. Office of Education, matching funds for college construction, expanding the NDEA student loan and scholarship provisions, and a federal school construction bill without any anti-segregation amendments.

Dr. Edgar Fuller, executive secretary of the Council of Chief State School Officers, and State Superintendent M. F. Peterson of North Dakota appeared before the Republican Platform Committee urging them to take a strong position on financing education.

* * *

LANGUAGE LAXITY: Eleven states have no special requirements for language teachers in elementary schools. Some states require less than 12 hours of college foreign language study for certification. No state requires the teacher to be able to speak the foreign language being taught.

These are among the preliminary findings of the Modern Language Association, surveying the field of foreign language instruction for the U. S. Office with NDEA funds.

Although 34 states either have or will do something about this situation within a year or two, 16 states are reported as having no plans. Generally, the standards of individual cities seem to be more realistic than those set by their states.

The full MLA report will be out June, 1961.

* * *

CHURCH GROUP ATTACKS NDEA: Rev. Dr. G. Emanuel Carlson, speaking for the National Council of Churches' Committee on Religion and Public Education, scored the government's loan program under NDEA because it violates the traditional separation of church and state. (NDEA funds can go to private, sectarian schools.) "I wish our denominations," said Rev. Carlson, "were more alert to the possibility that Catholics would benefit far more than Protestants if there were general aid to sectarian institutions."

* * *

ENGINEERING SUFFERS: High school science teachers were blamed for the low rate of young people pursuing engineering in college and graduate school. A report read at the three-day Conference on Civil Engineering Education at the University of Michigan described these teachers as very influential; however, few distinguish between "science" and "engineering" when counseling their students. Bright students are merely encouraged to study "science." Engineering is not getting "its fair share of the potentially creative young people who may be interested in technical careers," the report concluded.

According to the Engineers Joint Council, there was a 3.4 percent decline in the number of freshman engineering students last year. However, a 151-college survey showed most schools (83 percent) expect a rise in engineering enrollments this September, hope for a fall-off in the attrition rate among upperclassmen.

* * *

ATOMS FOR STUDY: The Atomic Energy Commission gave its second largest award to date—$12,000—to Newark (N. J.) College of Engineering to establish a new course in nuclear science. Highest award—$14,000—was given earlier to Wheaton (Ill.) College. AEC presented 26 colleges with grants this year for a total outlay of $140,000.

* * *

FREE THE TEACHER: "Let teachers do the teaching, let clerks do the clerking, and let machines help out as learning aids," Dr. J. Lloyd Trump told 150 high school principals and educators at an "Images of the Future" workshop held at the University of San Francisco.

Dr. Trump, associate secretary of NEA and director of the Ford Foundation study on staff utilization in secondary schools, said that much of the present teacher shortage was due to poor use of teaching talent, forecasting that the high school teacher of the future would function more like a college professor if schools were to reach optimum teaching efficiency. Dr. M. Delbert Lobb, who co-authored the Ford Foundation study with Dr. Trump, also spoke.

* * *

CALLS FOR NEW AGENCY: Dr. John H. Fischer, dean of Columbia Teachers College, proposed that a new independent agency, similar to the Red Cross, be established "to explore and illuminate the continuing relation between education and our national purpose."

The "National Council on Education," staffed by 15 Presidential appointees, would commission research and publish the results, leading, said Dr. Fischer, to a realistic middle course between a federally-controlled national curriculum and locally-controlled chaos.

(Dr. Fischer's proposal bears comparison with others that have been put forth: Governor Rockefeller's plea for an expanded U. S. Office of Education, Admiral Rickover's call for a federal agency to set national standards, and the American Assembly's suggestion for a Federal Council of Advisors on Education.)

* * *

EXECUTIVE TRAINING: The Sixth Annual Management Work Conference, sponsored by the NEA's National Training Laboratories, will be held at Arden House, Harriman, N. Y., this coming winter. NTL, encouraged by the turnout last year, is breaking down its conference into three two-week sessions dealing with "the difficult problems of human management in today's business," its announcement said.

* * *

SCHOOLS GETTING SURPLUSES: Special "supermarket days" at 20 supply points around the country have helped science teachers to pick up electronic laboratory equipment at fire-sale prices. HEW Secretary Flemming said $60 million worth of such surplus government equipment found its way into U. S. schools last year.

Meanwhile, the Senate Agriculture Committee sent to the floor (just before the recess) a bill allowing the Department of Agriculture to donate food surpluses to home economics classes. Sen. Joseph Clark (D-Pa.) introduced the measure.

* * *

A FRIEND RETIRES: Thornton W. Burgess, creator of "Peter Rabbit," "Old Mother West Wind," and the loquacious "Aunt Sally," has retired at the age of 89. The Burgess menagerie has delighted children for a half-century.

* * *

UNEMPLOYED GRADUATES: U. S. Department of Labor reports that unemployment in June was up to 4,423,000, an increase over last June of 900,000, bringing the seasonally adjusted rate of unemployment to 5.5 percent of the work force. Seymour Wolfbein, Department of Labor specialist on manpower, reported that most of the 900,000 were school and college graduates.

High schools delivered 300,000 more people into the work force than they did last year. (1960 total: 1,800,000.) The Labor Department estimates the present 18-year-old population at 2,500,000. In 1965, when the peak of the post-World War II baby boom turns 18, the Department expects the number to hit 3,800,000.

Indications are that the increase in the number of graduates—high school and college—is running slightly ahead of the overall increase in employment; that is, each year, there seem to be more graduates than there are jobs, and the gap appears to be widening. Looming in the background is the bumper baby crop of '46–'47.

* * *

FOUNDATION FUNDS: Philanthropic foundations are pouring money into American education at an average annual rate of $257,090,000 a year, according to a report published by the Russell Sage Foundation. About 23 percent of this is earmarked for higher education.

Co-authors Frank Emerson Andrews and Ann D. Walton used 1957 as a base year, came up with a gifts total of $625 million (of which 41 percent goes to schools and colleges), conclude that "great wealth and smart tax lawyers" of post-World War II business are at the root of the giving.

"The Foundation Directory, Edition I" lists 5,202 foundations, 14,296 trustees and staff members, is 872 pages long, costs $10.

* * *

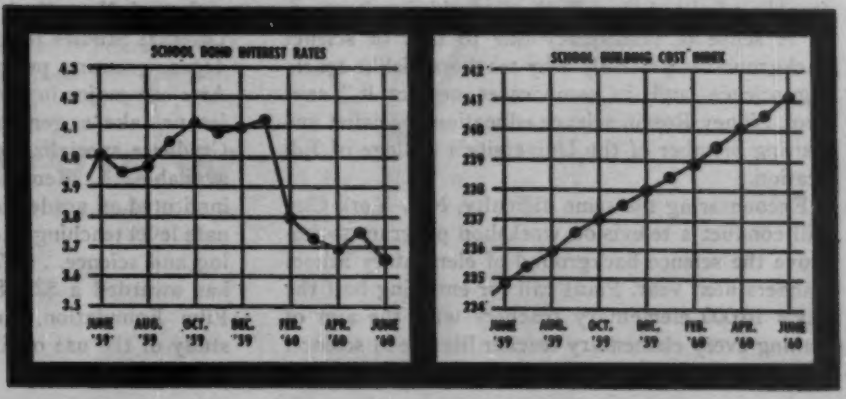
NDEA EFFECTS STUDIED: The U. S. Office of Education has been holding a series of five regional conferences to learn the effects of NDEA in improving the teaching of science, math, and modern foreign languages. The Office notes that the number of state-employed specialists in these three fields has increased from 33 in 1958 to 175 today.

* * *

HANGING FIRE: When Congress returns from its convention recess, these bills and studies will be on the calendar:

- Bill to create a six-man "freedom commission" authorized to establish a "freedom academy" for waging "total political war" against communism.

BUILDINGS & BONDS: Average interest rates on school bonds dropped slightly during June to 3.66%. Building cost index continued to climb, peaking at 241.1 in June.



- General Housing Bill, including a $500 million provision to operate the College Housing Loan Program.
- Bill to aid in the construction of educational television facilities.
- Appropriations Bill for Labor and HEW Departments; includes controversial 15 percent ceiling on money reimbursements to institutions for government-sponsored research.
- Six-point omnibus bill designed to meet current college enrollment crisis.
- Bill to aid in training of social workers to meet the rise in juvenile delinquency.

For more on education legislation, see page 32.

* * *

ACROSS CONTINENTS: On the day the new African nation of Nigeria receives its independence, Oct. 1, a new University of Nigeria will be opened.

A team of specialists from Michigan State University took an active part in helping the Nigerian government set up its new university. Under sponsorship of the International Cooperation Administration, MSU worked with several universities in the Inter-University Council of Great Britain to realize the Nigerian school.

The new institution's executive secretary, and in effect its acting head, is a professor of education from the Michigan university, Dr. Troy L. Stearns. Other MSU advisors in education, biological science, social science, and student affairs have been in Nigeria this summer.

* * *

ELEMENTARY SCIENCE: Teaching science in elementary school will present a staff "retooling" problem, regardless of teaching methods adopted, a University of Illinois study indicates.

Of 116 elementary teachers surveyed in a suburban school system near Chicago, 67 had taken no more than two courses in science, only 38 had taken undergraduate courses in methods of teaching science, and five had taken graduate work in science methods.

Although 84 teachers said they enjoyed teaching science, maximum class time any one spent on the subject was five hours a week. Average was slightly over an hour and a half a week. Thirteen teachers frankly admitted they disliked teaching science.

"A sense of inadequacy due to lack of science background is probably why teachers dislike teaching science, and, in some cases neglect it," says Prof. Sidney Rosen, science education specialist and visiting member of the University's College of Education.

Encountering the same difficulty, New York City will conduct a television workshop program to improve the science background of elementary school teachers next year. Plans call for enrolling half the city's 16,000 elementary teachers with the aim of making every elementary teacher literate in science.

School authorities believe it will be possible to reach as many teachers and accomplish as much in two years as conventional methods might have done in two generations.

* * *

THE WEAKER SEX?: The University of Minnesota is inaugurating a unique program to help the educated modern woman face the "either-or" situation forced upon her after college. The choice of either housewife-mother or career woman isn't a realistic one, according to the two women educators who will direct the Minnesota Plan for the Continuing Education of Women. Mrs. Elizabeth L. Cless, assistant to the dean for liberal arts of the University's general extension division, and Dr. Virginia L. Senders, lecturer in psychology and coordinator of the Minnesota Plan, believe that attempts to classify women this way ignore their individuality.

A realistic program, they contend, considers that today's educated woman faces a short career after college, then a fairly long and important family period, and finally a period of many years between the time her children are grown and her husband retires. The last period, they point out, may last 20 or 25 years or even longer.

A three-year pilot program, through a $110,000 grant from the Carnegie Corporation, will start the Minnesota Plan. It will involve the University's high-ability undergraduate and graduate women during their school years, follow them through their years as professionally trained workers, as homemakers, and later as women who can again devote more time to their profession.

* * *

WOMANPOWER: Thirty million women will be working by 1970, compared with 24 million employed this year, according to Under Secretary of Labor James T. O'Connell.

While the number of women workers will be increasing 25 percent, the number of men working will go up only 15 percent. It means, pointed out O'Connell, that in ten years, more than one out of three workers in the country will be a woman. Two out of every five women will be in the labor force.

* * *

POTPOURRI: The University of Arizona has received a grant of $100,000 from the Carnegie Corporation of New York for continued support of its Oriental Studies program. Students enrolled in the degree-granting program in the College of Liberal Arts can major in Chinese, Japanese, or Indic studies or take a general minor in Oriental Studies. Graduate specialization in Oriental subjects is also available. . . . Rensselaer Polytechnic Institute has instituted an academic department devoted to graduate level teaching and research in nuclear engineering and science. . . . The U. S. Office of Education has awarded a $26,380 contract to the University Film Foundation, Ames, Iowa, for a nationwide study of the use of films in universities and public schools.

• *National Commission on Teacher Education and Professional Standa* *ciation*
• *Department of Rural Education* • *National Organization for Legal* *I*
• *American Society of Training Directors* • *Department of Audi* *tion*
ucation International • *American Association for Colleges of Teacher*
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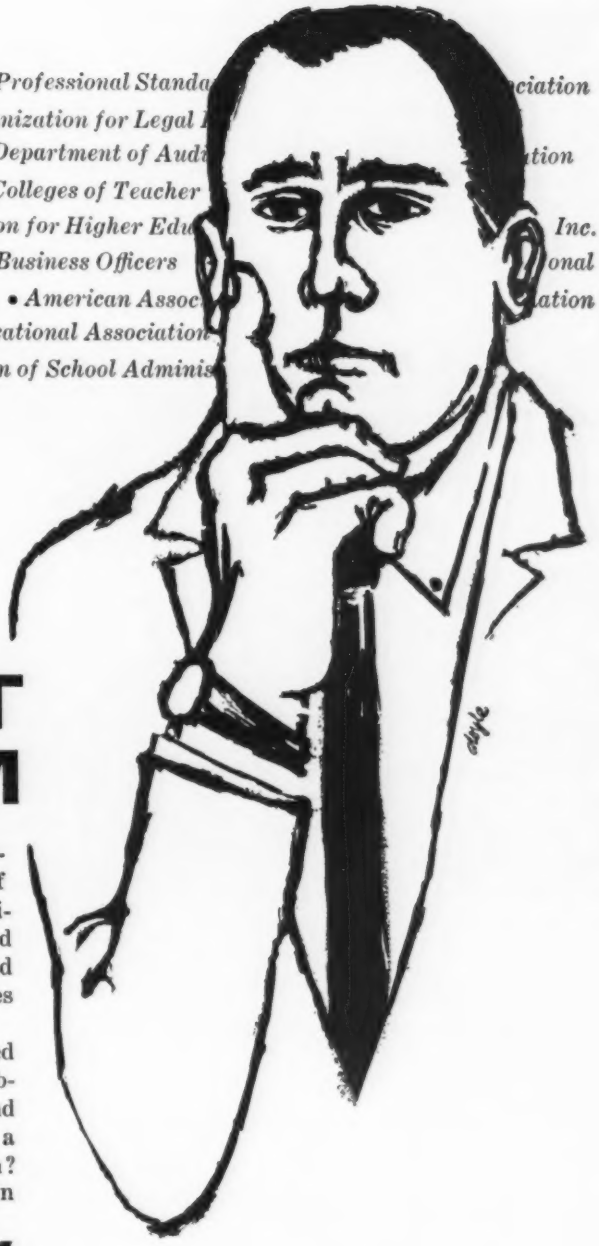

YOU CAN'T JOIN THEM ALL!

The educational executive has his choice of joining any or all of the thousand-and-one organizations serving his profession. How many should he join? What types should he join? Who would be his fellow members? What are the opportunities and obligations of membership?

These questions are analyzed in a long-awaited survey of professional organizations to be published this fall in OVERVIEW. The vitality and complexity of modern education is reflected in a vast array of associations. Which ones to join? For help on the answer, read "You Can't Join Them All!"

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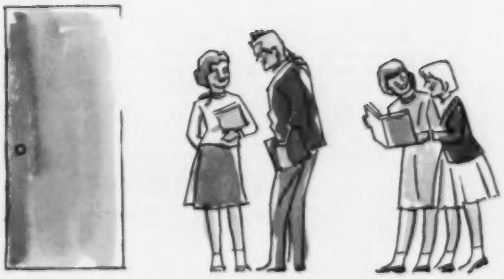

New Pattern for State Aid

A NEW state aid to education program in Rhode Island is expected to increase financial aid by about fifty percent, while at the same time reducing state controls. The program, called a "major breakthrough" by state education commissioner Michael F. Walsh, was made possible by new legislation.

Designed to "finance schools of the future," the new law guarantees a minimum of twenty-five percent of the full cost of education to all communities. In this point lies the measure's chief difference from other state aid programs.

In most states, explains Dr. E. Gil Boyer, assistant commissioner of education for legislation development, the "basic" or "minimum" program means the maximum level of expenditure per child in which the state participates. In Rhode Island, this level is actually the floor, Boyer said, a "guaranteed minimum expenditure." The state will share not in just this minimum amount, "but in all expenditures at whatever level is chosen by local school districts."

Poorer communities in the state will get a proportionately larger amount of support, with an equalization board determining what percentage of the cost of education will be assumed by the state.

The program sets no limits on the cost of education a school system may choose to supply. Whatever decisions are made locally bind the state to pay its share of the cost.

The state's share to each community varies with the taxable wealth behind each pupil—the less local wealth, the higher the state's share. "Insofar as money will buy quality education," Boyer said, "every school district will have the same opportunity."

Other special features of the program:

- An education improvement fund which the state board may use at its discretion to encourage local communities to experiment with better education techniques.
- An incentive to encourage small school districts to centralize into larger units.

Also passed was a companion bill to help local boards solve their school housing problems. It treats school building costs like operating costs. Using a variable state share of from twenty-five to over fifty percent, the law guarantees each community the partnership of the state in supplying adequate school housing, while leaving to the community the decision of what to build.

Maryland's Superintendents Association has recently recommended legislation similar to Rhode Island's. In both states, Dr. Paul R. Mort, professor emeritus of Columbia Teachers College, has been working as a consultant. ●

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CLOSE-UPS

Clarice Kline

TEENAGERS ARE wonderful people, declares a teacher who's been working with them for twenty-seven years.

Clarice Kline, high school social studies teacher of Waukesha, Wisconsin, and the new president of the National Education Association, hasn't been disenchanted yet. Today's youngsters, she says, are intelligent, responsible, thoughtful, and sensitive to ideas. "They're terribly concerned people—this comes through clearly in class when we get into social issues such as juvenile delinquency or the population explosion, or when we discuss politics. They're interested in success, and want to do well—but don't equate all this in terms of money alone."

Good behavior is a characteristic of students in Miss Kline's classes. Seldom, according to her students, does she have to caution a member of the class on behavior. This respect and admiration is a combination of many things—her pleasant personality and taste in clothes, her interest in students as individuals, her humor, and her sharing of experiences with the classes.

Plainly a teacher "in love with her work," Miss Kline always wanted to be a teacher. She was encouraged by her parents and, after finishing her studies at Waukesha high school and Carroll College, also in Waukesha, she got her first teaching job in a small Wisconsin lumber town.

In addition to heading the social studies department at Waukesha high school now, she is an instructor in special methods for teaching social studies in secondary schools at Carroll College.

Miss Kline agrees wholeheartedly with opinions recently expressed calling for revisions in the teaching of social studies with greater emphasis on economics and social sciences.

The high school graduate, she believes, should be able to understand the structure and functioning of the American economy. He should be able to apply the tools of economic analysis to his personal matters and to the national and international economic issues of the day.

She doesn't believe in glossing over the problems of filth, disease, prejudice, starvation, and death. Social problems and their solutions must be faced at all age levels; they are faced in her classes where youngsters discuss everything from mental retardation and minority problems to population and politics. Her primary aim in controversial questions is to get the student to see the "other side." "We try to avoid snap judgments," she says.

Alda

NEA's new president.

Asked if there was anything parents can do to increase a child's success in school, Miss Kline was emphatic: "Show an interest in what's going on there! An interested parent makes all the difference in the world."

William H. Conley

WILLIAM H. CONLEY, president of the college and university department of the National Catholic Educational

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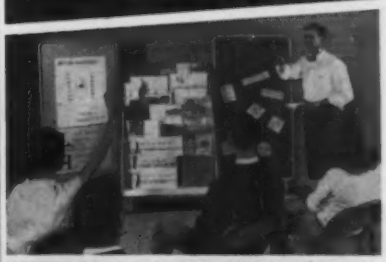

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Close-ups (continued)

Association—the first layman ever to fill the position—thinks one of the major problems of Catholic higher education is how best to utilize its limited resources.

Greater cooperation among Catholic colleges and universities is needed to avoid costly duplication of services, Conley says. "There is a danger of over-extending ourselves. In terms of resources, there are limits to what Catholic higher education can do—and by resources, I mean physical and human resources, as well as financial."

Conley, who holds five degrees in education and economics, including a Ph.D. from Northwestern and a Doctor of Law from Seton Hall University, is educational assistant to the president of Marquette University, Milwaukee.

The 53-year-old official maintains that the problem of financing Catholic higher education will continue. But he doubts that the difference in cost between the high-tuition private school and the low-tuition tax-supported school will continue to increase. "I think that we're going to have a growing realization that the state should make some contribution to private education through scholarship programs for students in need," he adds.

Conley points out that ample precedent has been set in California, New Jersey, New York, and Pennsylvania for direct state aid to the needy student who is free to select the college or university of his choice.

He also believes that income tax credits for tuition and fees would be a wise form of assistance to both public and private institutions.

Students and parents, too, he asserts, will have to recognize that college education is a long-term investment. With tuition and fees constantly on the increase, families must accept the inevitability of extended payments or of saving in advance for college education.

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Conley also raised the question of whether Catholic schools should be highly selective in their admissions policies, or should offer educational opportunities to the maximum number of students. "I would say that each institution within the Catholic educational system has to determine for itself its own objectives and provide a program within these objectives. Whether it is highly selective or not, it must try to do excellently the job it has set out for itself.

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"I think our colleges and universities are acutely aware of their obligations to discover and develop the superior student," Conley said. "However, both the colleges and the high schools must try to discover these talented students much earlier. It is extremely important that an atmosphere be created for them in which they can develop before they have reached college age." But, says Conley, "I do not believe we have to organize a custom-made education for each student."

Candids . . .

Robert Dean Patton, professor of economics at Ohio State University, has been named editor of the *Journal of Higher Education*, published by the Ohio State University Press. . . . **Thomas S. Thompson,** director of the Sustaining Associates Program at Washington University, St. Louis, is the new director of college development at Knox College, Galesburg, Ill. . . . **Mrs. Sally W. Weimer** has been elected president of Duff's Iron City Business Institute in Pittsburgh, the oldest business school in the U. S. (founded in 1839). . . . **Dr. Gerald Osborn** has been appointed acting president of Western Michigan University, Kalamazoo, Mich. . . . **Dr. Philip I. Mitterling,** former education specialist with the United States Steel Corporation and a Muhlenberg graduate, has been named acting president of Thiel College, Greenville, Pa. The former president, **Dr. Fredric B. Irvin,** retired in June to become a cultural officer with the U. S. Embassy in Germany. . . . **Samuel M. Brownell,** superintendent of schools in Detroit, led the U. S. delegation last month to the twenty-third International Conference on Public Education, held in Geneva. . . . **Dr. Jacob Greenberg,** author of more than thirty textbooks, retired from his position as deputy superintendent of the New York City School System after forty-seven years of service. He was an early advocate of in-service training programs for teachers, founder of the city's curriculum council, and an accomplished linguist. Still active at the age of seventy, Dr. Greenberg will be associate editor with the Chilton Publishing Co. of Philadelphia, beginning this fall. ●

Among the most handsome college structures unveiled this year is Swarthmore's science building. Major reason for its success is the role played by the science faculty—right from the first stages of planning until the June dedication. Read what results are when

Scientists Build to a Human Scale

in September issue of

OVERVIEW

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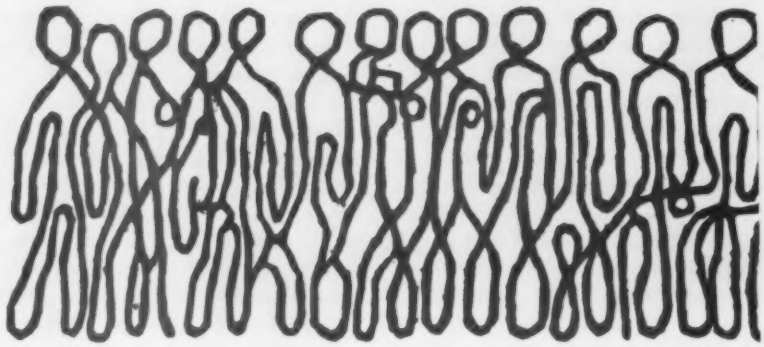


Pupils at Typewriters

THE WRITTEN word is still an important means of communication. Certainly schools and colleges depend very heavily on it as a way for a student to report his learning and to give evidence of his mastery of subject matter. Along with spelling, handwriting is one skill that has not improved over the last decades. As the necessary learning at the elementary school level has increased tremendously in scope, less and less time has been given to the teaching of handwriting. One of the results for the youngster himself is that the sheer physical process of writing interferes in his communication. Many a paper in high school or college has petered off from a promising start because of the sheer drudgery involved in the writing.

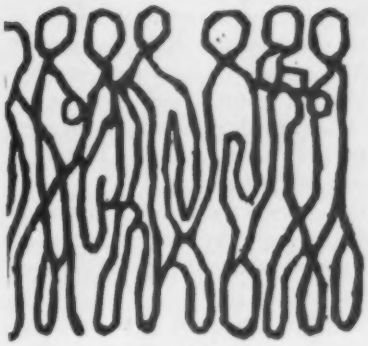
There are already devices which will translate oral speech directly into a printed word. However, their cost and complexity probably mean that for at least one generation ahead they will have rather specialized use and certainly not be commonly available. However, there has been a tool available for many, many years which makes this writing process easier—the typewriter. For at least fifty years some homes have had a typewriter available to young people. At least thirty years have passed since the first elementary schools' experiments with the use of typewriters.

Certainly the teachers and professors, to say nothing of the editors, who are called upon to read and critically analyze and evaluate papers submitted by students and contributors have had cause to call "blessed" the youngster to whom a typewriter is available and who has a real skill in its use. Partly as a consequence, many young people have found great value in its use. Here and there schools teach the use of a typewriter in the early grades. A few more permit the use of them. A rather small proportion, however, give formal instruction in typing before senior high school. It is now common for high schools to make available what is called personal typewriting instruction to any student who can schedule it, in addition to the vocational courses in typing for business students.

A report just issued by the Boston University School of Education, University of Illinois College of Education, and Columbia University Teachers College, gives the story of three independent efforts to study the influence of a manual portable typewriter on the educational development of elementary school children in basic areas of the school curriculum. The research was made possible by grants from Royal McBee Corporation but the auspices, and particularly the direction by Dr. Donald Durrell, Dr. Lawrence Erickson, and Dr. Walter Moore, assures objectivity which makes it worth report.

The detailed research is available from the Royal McBee Corporation. In general the research tended to show that the use of a typewriter had

RESEARCH



a favorable effect upon general academic achievement. Sophisticated researchers will realize that the sheer process of being involved in an experiment may be responsible for this improvement. However, since the use of a typewriter is of value in itself, at least it seems important to know that the time spent on using and learning to use the typewriter did not affect other important learnings unfavorably.

In all three studies there was a slight gain in both the speed and quality of handwriting among the pupils who learned typewriting. This runs contrary to a popular notion.

More importantly one of the major values accruing from the use of the typewriter is demonstrated by the great quantity of written work produced by the experimental group. Not only did the typewriter pupils write longer reports but their reports were better organized and, of course, easier to read. For many the typewriter presented less of an obstacle in communication than did the pencil or pen.

If the greater quantity were only more practice in writing it might be a questionable value. However, the Columbia and Boston studies gave evidence that quality was improved as well as quantity.

It seems justified to conclude that the typewriter can be a very useful learning tool. In these days when "everyone" has to have at least one portable TV, it's hard to believe that we can't afford to provide young people with typewriters. ●

Circle OV-122 on reply card, last page

LOOK BEHIND THIS NAMEPLATE

.. you'll find a background of 231 years' experience

It's almost fifty years ago that our founder, Halsey W. Taylor, pioneered the development of drinking-water equipment with a revolutionary, health-safe mound-building projector. He is still active today. Add his many years of specialized knowledge to that of our key personnel in research, design and engineering . . . and you'll find a combined experience of 231 years!

That's why it pays to look for this nameplate. It distinguishes a fountain or cooler that's Taylor-made . . . a product of ripened experience designed with an eye to tomorrow.

The Halsey W. Taylor Co., Warren, O.

New Wall-Mount

A Halsey Taylor first. Mounts on wall, off the floor. Easily kept clean.

New "All-Climate" Outdoor Wall Fountain

Designed for outdoor use where temperatures drop below freezing. New all-weather features.

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No exposed fittings. Fits tight against the wall. Space-saving!

460

ASK FOR LATEST CATALOG, SEE SWEET'S OR THE YELLOW PAGES

Who Killed Cock Robin?

A post-mortem on education bills in the 86th Congress

THE WILD last-minute maneuvering on bills to inject more federal funds into the educational field, at this session of Congress, is an excellent example of how not to get legislation on the nation's law books.

The maneuvering finally resulted in such confusion that all sides seemed happy to have the matter apparently buried and killed by the House Rules committee. It seemed safely dead there—until the sudden announcement at the end of June that Congress will recess for the political conventions, and return to Washington, in mid-August. With the political campaigns getting hot by that time, some federal aid may be salvaged out of the scramble.

Failure of the various school aid measures this session would mean that the fighting would have to be started again next January, since all legislation not acted upon when the 86th (present) Congress adjourns "sine die" is automatically dead. Current federal aid for education continues, of course—scholarship and college housing grants, funds for "impacted" areas, plus appropriations for the Office of Education, the National Science Foundation, and other agencies. And this represents a tidy number of dollars in itself.

But as to the fate of the $1.3 to $1.8 billion that would have become available under bills that had been passed—in differing versions—by the two houses of Congress, these are the factors that pointed to trouble:

Most important, perhaps, was the insistence of educators' lobbyists to include amendments that would have raised teachers salaries with some of the federal money (that's what would have kicked the total—originally about $500 million for construction—up to the $1.8 billion figure).

There was also bad generalship, in both houses, that saw proponents reversing their field at least twice during debates on the bills.

And there was a very weak presentation of the figures that purport to back up the need for new construction money—the figures could be, and were, effectively attacked because of inherent vagueness and lack of definition.

And there were many more.

Legislation twists—Just to get the picture in focus, it is well to review the legislative situation as of the end of June.

The Senate passed its own bill (S.8) early in February, with provisions for a $20 per-child allowance to the states to use, among other things, for teacher salary increases. This bill was sent to the House Education and Labor Committee which ignored it and brought out its own bill (HR 10128); this went to the House floor and was passed on May 26. As approved by the House, this bill included no mention of teachers salaries, but did include the "Powell amendment" which would direct withholding of federal aid from schools which practice segregation. The House—sitting as a committee of the whole—conveniently found questions of teachers salaries and aid to parochial schools "not germane."

The Senate then took the House-passed bill, and after a wild session of amending amendments to amendments, finally substituted its own S.8 again, passed the revised bill, and "requested a conference" with the House to iron out the differences.

When this "request"—normally a routine matter on which the Speaker simply appoints House members as conferees—came to the House, an objection was immediately raised. Because of this objection, the request and the Senate-passed bill had to go to the powerful Rules committee. This committee by a split vote refused to "grant a rule"—put the bill on the schedule for action—thus effectively blocking further House action on the matter.

And there the matter rested when Congressmen declared themselves on vacation to attend the political conventions.

Politics involved—The political considerations that also were enmeshed in the action are extremely complex and difficult to follow.

Basically, for purely political reasons, most lawmakers (and particularly the many with Presidential aspirations) would like to see some sort of school aid measure get through, just for the record if nothing else.

Most polls have turned up the fact that almost the only issue that really stirs up the voters right now is education.

But neither political group is terribly anxious for any big spending bill at this time—they're too conscious of voter worry about increasing government costs. So both would have settled for a minimum. However, when practically every organized group in Washington (except the National Education Association and AFL-CIO) began to object to the bills, the numerous quick changes in direction and strategy during floor action wound up in such confusion that nobody had a clear idea of what was being voted on.

So everybody was finally quite happy to put the blame for deadlock on "Judge" Howard Smith, chairman of the Rules committee. Smith—who has no worries about reelection in his heavily Democratic northern Virginia district—is apparently quite willing to take this blame, thus permitting politicians on both sides to point out that they tried their best for education.

Salaries are sticker—The real sticker, and the reason that Congress

---

By E. E. Halmos, Jr., a free-lance writer who frequently observes the political scene in Washington.

apparently won't go along with the bill in its present form, is the question of teacher salaries.

Actually the controversial "Powell amendment" isn't as serious a block as many observers have thought. There's little doubt that it could be watered down enough to be at least acceptable, even by die-hard Southern Congressmen.

But on salaries it's another story. Once the specter of further federal interference in the operation of local school districts was raised, the teacher salary amendments were dead. And the specter was raised immediately by the U.S. Chamber of Commerce, among others, on the ground that (1) if the Federal Government is paying part of teachers salaries, then it will dictate qualifications, hours of work, even curricula; (2) if the Federal Government starts contributing in this field, why shouldn't it also add to the pay of policemen, firemen, street sweepers, and other state, county, and city employees.

That argument brought the massive Farm Bureau Federation, the American Legion, various medical associations and other groups to the side of the Chamber in opposing the legislation. And it left NEA with a very strange bedfellow in the person of AFL-CIO (which wants to unionize teachers).

Figures weak—Unfortunately, it is apparent that the figures purporting to show classroom shortages in the United States are based on the weakest kind of a statistical foundation—simply the number of children in a state or district above the "normal" school population.

There's no definition of what the "normal" population of any school district ought to be. And there's absolutely no uniform definition among the states—even within most states—of what constitutes a "classroom."

So it is easy to attack any figures showing classroom shortages—simply because no one can define classroom or calculate the shortage.

There's a further weakness in the figures that have been gathered by the Office of Education and others over the years: They count all school-age children without regard to those attending parochial and private schools. (This, incidentally, is the root of another basic battle-within-a-battle. The parochial and private schools feel that if their children are to be counted and used as a basis for federal allotments to the states, then these schools should also share in the money.)

Is there the will?—Further, Congress listened to a lot of evidence that seemed to refute any claim that there is neither the will nor the means to supply any shortages on a local level, without federal intervention.

The fact is that U.S. school districts have built some 680,000 classrooms since the end of World War II, without extra federal aid. That's something more than half of the classrooms now in actual use.

According to NEA's own figures, expenditures on the non-federal level for school construction have almost tripled in the ten-year period 1949–50 to 1959–60, rising from about $5.8 billion at the beginning of the period (for public schools) to $15.9 billion (the figures do not include Alaska and Hawaii). In the same period, by the way, NEA estimated that parochial and other private school construction expenditures have also roughly tripled—rising to $2.8 billion in 1959–60.

Details—In thumbnail, the two versions of school aid bills compare this way:

House measure would provide $1.3 billion for four years, with the first year's funds ($325 million) an outright grant, the states matching in the final two years; it doesn't include reference to teacher salaries, doesn't include construction loans to parochial or private schools; does include the "Powell Amendment."

Senate measure would provide $1.8 billion for two years, both for construction and for teachers salaries (on the basis of the $20 allotment for each school age child).

During the regular session, there were strong hints that President Eisenhower would veto either measure. With Congress now due back after the conventions, however, you would have a hard time getting any bets in Washington, either way. Politics, a dominant factor in the regular session, will be even more dominant in any special session. ●

Circle OV-126 on reply card, last page

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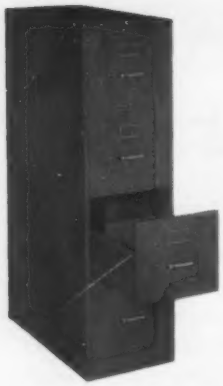

FILES — You actually get "hushed filing" because drawer noise is pleasantly reduced in this top quality line. Drawers operate on full suspension cradle with 10 quiet nylon rollers. Ideal for classroom use. Available in 2, 3, 4 and 5 drawer sizes.

TEACHERS' DESKS — Trim styling, quality workmanship make HONOR desks a very satisfactory buy. All steel construction, with top of quality plastic. Equipped with back panel and a center drawer that locks the entire unit. Available in single or double pedestal models.

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the HONOR school line

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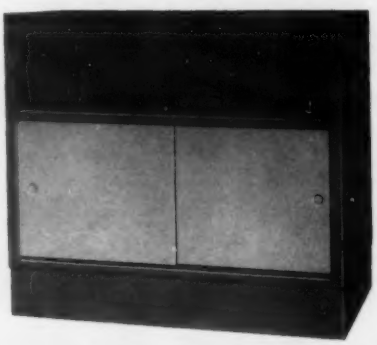
ROOM DIVIDERS — A new idea for room arrangements. Sectional back panels are reversible to permit easy access to either side of case. Units can be set up as regular bookcase, or with back panels arranged so that some shelves face one direction, others the opposite way. Available with 4 or 5 sections.



CLASSROOM STORAGE CABINETS — These are stacking units in 30" wide modules, with casters, legs or sanitary base optional. Steel construction, with plastic top. Pedestal filing drawers may be substituted for shelf storage units.

●

***MANY COLOR ARRANGEMENTS** are possible with the panels and the drawer fronts of coral, yellow and blue. These colors accent the gray or the blue you may select as the base color on cases and desks.*

THE HONOR LINE BY H-O-N CO., MUSCATINE, IOWA
— especially for schools

1,200,000,000
miles to school

ADJECTIVES SHOULD be kept out of statistical surveys; yet, certain adjectives ("phenomenal," for example) are needed to describe the field of school transportation. A whopping $418 million-plus is spent annually on transportation by public schools in the United States and—even more significant—*one out of every three school children* is transported to and from school.

These and other facts came to light in a fifty-state survey by the OVERVIEW research staff. The figures represent 1958–59 activity (only Alaska and Arkansas were unable to compile these in time). Published a year ahead of government reports, the OVERVIEW survey can provide educational executives with an interim set of reliable benchmarks as the new school term shifts into gear.

The national picture is impressive. Twenty years ago, on the eve of World War II, the U.S. was expending only $66 million on school transportation, as against $418 million today. Translated into per-mile costs, today's national average is 36¢. However, the national average per-pupil cost is $37 a year. (The high: South Dakota—$133; low: North Carolina—$15.)

Some states (New Mexico, North Carolina) shoulder one hundred percent of the transportation costs; others (Nebraska, Vermont, Hawaii, are examples) contribute nothing to the local transportation budget. The same range is evident elsewhere in the survey. North Carolina owns all its 8,068 school buses, while Massachusetts owns only three percent of its 3,173 vehicles.

The debate of school-owned *vs.* contract buses is still unresolved. Advantages may be cited on both sides. However, whatever the facts may be for a given district, OVERVIEW's figures do reveal a relationship between cost-per-mile and percent of contract buses used. States with the most contract buses are among those with the highest cost per mile in an almost perfect relationship. The same is not as evident for cost-per-pupil, although a correlation seems to exist there, also. Nevertheless, the South (taking into account its lower costs generally) has the lowest proportion of contract buses and the lowest cost-per-mile; New England states (a generally high cost area) have a high proportion of contract buses and also have some of the highest per-mile costs.

There are no cut-and-dried methods of computing national averages and it is folly to assume that this can be done. So many factors influence per-pupil and per-mile costs (numbers of pupils transported, miles covered,

Three Lions

Check the costs and figures of your bus operation against this national transportation picture

rate of bus purchases, driver salaries, and other) that across-the-board generalities are dangerous. The accompanying table, however, does lend a certain perspective to the planning that will go on in many superintendents' offices this summer. And the eye-opening transportation totals—1.2 billion bus miles, $418 million expended, 11⅔ million children transported—serve to identify school transportation as one of the biggest business operations in the United States.

Forty-seven states report a total of 153,722 buses, comprising the largest public vehicle fleet in the world. (Their 1.2 billion miles compares with commercial class I intercity carriers clocking only 180 million miles for the same year, including intercity, local, suburban, and charter services.) This does not include such school transportation vehicles as:

Indiana's 109 automobiles, 43 station wagons;
Louisiana's 13 motor boats;
Vermont's 158 trucks and station wagons;
Alaska's airplanes (for 900 children).

And yet to be unraveled is the private school fleet of several hundred thousand vehicles, for which there are no national figures officially available.

The school bus boom is definitely with us and shows no signs of tapering off. Among the reasons for this: the flight to the suburbs (practically a cliché of our society); the continuing enrollment spiral (36 million in 1960, 44.5 million by 1970); district reorganization; the trend toward public transportation for private school pupils; lower costs and higher production volume of buses and equipment; participation of state and national government in financing transportation; plus the old American ideal—"Why walk if you can ride"—gaining increasing currency in a generally affluent, non-walking society. ●

About the chart: Figures are for public school transportation in 48 of the states (Alaska and Arkansas were unable to report their 1958–59 figures in time). "N.a." means that figures are not available. South Dakota's "cost per pupil" figure includes board and room for some students. Hawaii includes military buses used by schools.

School Transportation in 1958-59

	Pop. per square mile	Number of pupils carried	% of enrollment	Millions of miles traveled	Number of buses	% of contract buses	Amount expended	Amount of state aid	Cost per mile	Cost per pupil
Alabama	63	47,235	44	37	4,841	9	$8,539,372	$7,634,202	$.23	$25
Arizona	10	90,000	34	5	940	6	2,000,000	0	.40	22
California	92	678,900	22	73	6,136	8	29,000,000	12,621,052	.39	43
Colorado	17	87,336	25	n.a.	1,704	20	4,515,706	1,299,300	n.a.	52
Connecticut	473	158,199	36	13	1,404	88	5,864,448	n.a.	.45	37
Delaware	230	30,018	40	4	453	94	1,302,138	1,302,128	.34	43
Florida	82	302,970	31	26	2,890	5	7,038,149	4,361,680	.29	23
Georgia	65	425,942	51	50	4,810	24	12,878,256	12,000,000	.25	30
Hawaii	88	7,832	6	n.a.	148	6	n.a.	n.a.	n.a.	n.a.
Idaho	8	67,376	47	9	1,216	29	2,898,492	n.a.	.31	43
Illinois	177	321,894	18	58	n.a.	n.a.	18,813,243	15,373,364	.32	58
Indiana	127	395,714	40	36	6,291	76	17,683,000	8,134,682	.49	45
Iowa	50	211,045	37	42	4,671	5	12,314,804	3,000,000	.29	58
Kansas	26	100,175	21	26	2,821	24	7,505,909	1,600,000	.28	75
Kentucky	77	312,000	49	38	4,010	36	9,000,000	6,551,840	.24	29
Louisiana	69	366,707	54	n.a.	4,480	76	16,179,416	n.a.	n.a.	44
Maine	29	87,625	47	n.a.	1,327	63	3,416,897	n.a.	n.a.	39
Maryland	299	217,118	39	25	2,282	73	8,425,670	4,154,694	.34	39
Massachusetts	618	243,694	27	20	3,173	97	9,162,002	5,601,095	.45	38
Michigan	138	447,596	24	55	5,633	1	18,895,324	12,000,000	.35	42
Minnesota	42	227,617	36	45	4,652	44	15,055,829	9,944,527	.33	66
Mississippi	46	269,634	49	26	4,982	8	7,348,299	6,196,808	.28	27
Missouri	62	425,509	53	42	4,321	42	13,032,216	7,601,535	.31	31
Montana	5	37,857	27	9	849	56	2,803,136	905,702	.32	74
Nebraska	9	32,000	10	n.a.	969	12	n.a.	0	n.a.	n.a.
Nevada	2	11,869	16	2	214	21	679,175	339,587	.34	57
New Hampshire	63	46,658	35	6	850	88	1,911,592	0	.35	41
New Jersey	764	254,169	25	20	3,186	79	12,760,266	8,206,519	.64	50
New Mexico	7	63,420	31	11	1,274	92	4,230,714	4,230,714	.40	67
New York	339	784,721	23	91	9,189	40	38,696,000	30,600,000	.42	49
North Carolina	93	530,610	49	53	8,068	0	8,214,775	8,214,775	.15	15
North Dakota	9	33,506	39	n.a.	677	44	2,845,180	0	n.a.	85
Ohio	228	703,333	41	59	8,926	7	16,212,392	13,456,905	.27	23
Oklahoma	33	148,398	29	10	3,336	6	6,815,043	4,345,121	.66	45
Oregon	18	170,258	43	16	1,992	21	7,195,345	3,634,965	.43	42
Pennsylvania	246	739,489	39	63	8,684	77	26,403,043	19,744,409	.42	36
Rhode Island	721	40,200	22	3	292	n.a.	n.a.	n.a.	n.a.	n.a.
South Carolina	79	302,800	51	34	4,897	1	5,272,184	5,272,184	.16	17
South Dakota	9	14,433	10	5	511	34	1,922,429	0	.38	133
Tennessee	83	360,125	45	38	3,986	37	8,655,831	8,820,000	.23	24
Texas	36	400,485	20	84	8,154	4	n.a.	15,474,032	n.a.	n.a.
Utah	11	63,753	28	5	598	13	1,858,105	1,182,920	.40	29
Vermont	40	27,561	27	2	295	44	1,429,035	0	.65	52
Virginia	99	411,104	49	39	4,439	9	8,156,383	5,222,280	.21	20
Washington	22	227,479	37	25	2,778	2	10,725,205	5,536,657	.42	47
West Virginia	82	232,849	50	16	2,049	2	5,673,777	5,543,598	.36	24
Wisconsin	72	196,678	29	35	3,507	62	13,500,000	4,700,000	.38	69
Wyoming	3	20,690	27	5	817	41	1,897,562	597,750	.40	91
National Totals		**11,676,581**	**33**	**1,200**	**153,722**	**31**	**$418,726,333**	**$261,774,017**	**$.36**	**$37**

Your Bus Dollar

PRIVATE INDUSTRY is teaching educators to use installment financing as a way out of a critical financial dilemma in school transportation.

The problem:

Restrictive legislation in many states is crippling the ability of school boards to adopt time-financing in order to transport a burgeoning school population.

Consolidation of smaller school districts, particularly, has put a crushing load on school bus equipment. In 1929, fewer than two million children were being carried to school at public expense. By 1959, eleven-and-a-half million youngsters were using public school transportation at a cost of more than $418 million annually.

Last year, New York alone spent more ($39 million) for pupil transportation than was spent by all forty-eight states three decades before.

Faced with a need for new schools as well as more buses, school officials have been dismayed at increasingly bitter charges by newspapers and irate parents that buses now in use are not only inadequate but unsafe. In some states, laws governing transportation of livestock are stricter than those for children.

The problem was highlighted early last year when nine youngsters—all standees—died in a school bus accident in Tifton, Georgia. The forty-eight-passenger bus was carrying sixty-nine, and the driver admitted that he might have had more than one hundred aboard by the time the bus reached school if no children were absent.

The National Safety Council estimates that more than forty-eight school bus accidents occur every school day. Fatalities among students, drivers, and others number an estimated two hundred thirty-one. More than three thousand are injured annually, said the Safety Council. Georgia had one hundred and twelve accidents last year, forty injured, eleven fatalities.

Georgia education officials took steps to correct the situation—and demands for similar action swept across the country. But Georgia estimated that prohibiting standees would require adding 2,300 buses to the 4,721 already in operation. It would cost approximately $6 million annually, state officials said. It couldn't be done.

In other states, too, school boards are caught in a squeeze between heightened demand and under-financing. Required to fight harder each year for a slice of the tax dollar, many are further frustrated by state legislation restricting them from buying on an installment basis.

In California, for example, school boards may make no commitments beyond the fiscal year. Georgia has similar legislation. Oklahoma, with a more complex situation, allows education officials to lease equipment up to thirty months, but without being obligated beyond any given fiscal year, and only if they will own it outright when payments equal the purchase price plus interest.

Boards of education in these states and others found a gleam of hope in a unique program offered by the Divco-Wayne Sales Financial Corp., subsidiary of a leading supplier of school bus equipment. Little more than a year old, the financing organization was established to spur sales for the company's Wayne Works bus division in Richmond, Ind.

BEGINNING IN Michigan, where the legislature has given school boards more flexibility than most states, the financing group found banks unwilling to extend long-term credit for needed buses to schools already in debt.

So, when the Pinconning (Michigan) school board was faced with a major consolidation last year, its superintendent, P. A. Wickstrom, listened intently to a proposal by a Lansing distributor of Wayne buses.

Comparing the board's costs to maintain old equipment with the price for new, the dealer convinced Wickstrom that a $100,000 order was feasible. Under Divco-Wayne's financial program, Pinconning managed to purchase eight new school buses, increase its total bus seating by more than ten percent—all without increasing the number of buses or drivers in its fleet and at an annual per-pupil cost actually lower than before. Supt. Wickstrom tells how:

"Our problem was that our school bus fleet was too small and, agonizingly, we knew it was actually costing more to operate old, inadequate buses than to buy the new ones we needed. But we simply didn't have the budget for another major capital outlay. We were in the midst of this pre-budget arithmetic last spring when the

Wayne school bus distributor with whom we had dealt in the past suggested he might have a solution to our problems that wouldn't add to budgetary pressures.

"We had twenty-six buses with a total seating capacity of 1,488 pupils. Seventeen buses were 60-passenger models purchased in small lots since 1955. The nine others were older, 42- or 48-passenger buses. We had a choice of struggling along with the equipment we had, of keeping what we had and adding to it, or of replacing the older equipment with larger vehicles better suited to our needs. If we took the latter course, the Wayne distributor said, we could add 112 additional passenger seats to our fleet without increasing the number of buses we already had or the drivers required to operate them, and do it at a per-pupil cost actually lower than it was before.

"Our annual depreciation for the nine buses was nearly $6,000 a year. The total state aid allowance for the nine buses, at $14 a seat, was $6,048, minus the overall statewide percentage cut. Taking into account maintenance and repair costs, drivers' and other route expenses, it was costing us more than $44 a seat to operate the older, smaller vehicles, as compared with an average of $33.77 a seat for the rest of the fleet. By replacing the smaller units, increasing our seating capacity to 1,620, we would also be in a position to increase our state aid allowance.

"In all, we found, our schools would gain nearly $8,000 a year in maintenance and equipment savings, increased state aid and drivers' salaries saved. In addition, the Divco-Wayne Sales Financial Corporation offered to take over our notes still outstanding on previous bus purchases, consolidating them into a single annual payment over a period of years. Our total annual payment both for new equipment and for still-unpaid-balances for previous years' purchases was actually $5,000 less than our expected returns from state aid and maintenance-and-salary savings.

"We now have a fleet consisting of all large, recent vintage buses except for one 48-passenger vehicle we retained as a spare. It is still too early to tell precisely how successful this program will be for us, but perhaps its greatest immediate advantage is peace of mind. We are operating to meet not only current demands but future needs. There is flexibility and room for expansion in our planning."

According to Harold B. Streem, head of Divco-Wayne Sales Financial Corp., Michigan financing offers no pat answer to the problems of other states. State laws are as varied as the legislatures that created them.

"What is needed," he points out, "is not necessarily national legislative conformity but rather a pattern of common sense." The solution would be, he said, "for state laws to recognize that in crisis situations, education officials must be allowed flexibility."

The program's greatest achievement, Streem found, was to indicate to school boards where it was possible to live within their statutes and still satisfy the critical demand for additional expenditures.

Wayne Bus Co.

In some states, school boards are offered one-year leases with options to renew for up to three years, but with no obligation to renew or commit themselves beyond the fiscal year. If they exercise all options, however, they will own the equipment when the lease is up.

A NEWLY-CONSOLIDATED school district in one state needed thirteen new buses which would cost $100,000. Hampered on installment financing, the board accepted a lease-purchase plan and by paying a larger share of the purchase price in earlier years and the rest in declining balance payments they are also able to keep the interest low.

In Indiana, however, where the legislature passed a new law last year to allow installment financing, restrictions on allowable interest made financing unattractive to most banks. "Strictly as an accommodation," said Streem, "we induced some to accept the terms."

But in some states he found that the financing organization could do little or nothing.

A prime example is New York, where school boards are not authorized to enter into installment sales transactions. "No solution to this problem is in sight," said Streem.

Similarly, the program was unsuccessful in Ohio. Education officials may lease there, but since state aid is based solely upon equipment owned outright, few choose to do so. Another complicating factor in Ohio for installment purchases is the unattractively low interest rate allowed by the legislature.

Planned as a spur to sales, the financing program succeeded in boosting school bus purchases twenty percent in areas where it has been applied. In some cases it even began to interest banks which had previously declined to consider financing buses.

"In fact, the program sounded so attractive to one mid-west banker I recently called to check on some details in a plan he had rejected," Streem commented wryly, "that he changed his mind and took the financing away from us." ●

Buses and the Law

by Armand J. Galfo

THE SURFACE SIMPLICITY of transporting children to and from school is confounded by a closer look at the complexity of law upon which school transportation stands. Any administrator who has found his school district involved in a court case stemming from the operation of his transportation system knows that more may depend on common law than on state legislation.

The courts have ruled that pupil transportation must be specifically written into state law. Such legislation, however, has caused some confusion among school administrators and board members. Are these laws permissive or mandatory? "For example," notes Dean R. R. Hamilton of the University of Wyoming's College of Law, "the Supreme Court of Michigan has held that a statute which provided the boards of education shall have the power 'to do all things needful and necessary for . . . the promotion of the thorough education of the children . . . did not authorize the expenditure of school funds for transportation purposes.' "

Generally speaking, there still is not a solid body of law that offers consistent guidelines for the administrator. Even at the state level, legislation is often airy and open to continual review. The courts, however, invariably adhere to a strict interpretation of the statutes and it is on these interpretations that the executive must rely.

The result of a narrow interpretation of mandatory legislative acts is illustrated by two cases which occurred in Iowa and Kentucky.

The state of Iowa requires school districts to provide transportation for children who live more than two miles from school. In *Mumm* v. *Troy Township School District,* 38 N.W. (2nd) 583, the plaintiff sought a writ of mandamus to compel the school board to provide transportation for his children. The board pleaded that it had been unable to contract with anyone to transport the children and that it had no funds with which to purchase a school bus. In ruling against the district the court said:

> "The board's duty was to transport and it is no excuse that it failed in its effort to shift this duty to the parents."

The case of *Schmidt et al* v. *Payne et al,* 304 Ky. 58, 199 S.W. (2d) 988, illustrates the attitude a court might take in interpreting a law that requires boards to transport children if they do not live within a "reasonable walking distance."

The Shelbyville, Kentucky, School District did not transport pupils. The plaintiffs sought a writ of mandamus to require the board to transport their children distances of two to three miles. The board insisted that the walking distance was not unreasonable. In deciding against the district the court said:

> "The route is one of heavy travel, both by trucks and other vehicles. This route crosses a narrow bridge, a railroad, a federal highway where fast-moving traffic continually chants a funeral dirge for the unwary. . . . The Shelbyville District is wealthy in its property values. Its present tax is much lower than many other school districts throughout the state. . . . Is there any better or wiser investment than that which we may make in the education and safety of our children?"

When transportation statutes are permissive, courts have also held to a strict interpretation. But this may have the opposite effect from the one noted in the Iowa and Kentucky cases. The use of school transportation to support extracurricular activities has been subjected to test cases in states which have permissive transportation laws. A recent case in Utah demonstrates the point:

> "Let it be assumed that . . . contests, lectures, and dramas have a proper place in the educational system, yet the question remains whether the board of education has the authority to furnish transportation . . . for the purpose of attending such activities. . . . The expenditure of school funds for this purpose was properly enjoined . . ."

Transporting pupils in private vehicles raises another problem: liability. Numerous cases demonstrate that use of private transportation is inadvisable. Teachers and other school employees place themselves in jeopardy of legal action whether they provide the transportation themselves, or rely on pupils to drive some of their classmates on a field trip.

The nonliability doctrine as applied to school districts is under constant scrutiny. New York State already says that boards of education, as corporate bodies, do not

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have governmental immunity. The state, however, authorizes the boards to take out liability insurance on the district and its employees. Oklahoma authorizes the purchase of liability insurance, but is also careful to guard the doctrine of nonliability for its districts. This area of uncertainty is not to the satisfaction of the courts, who have been pressing state legislatures to curb the school district's nonliability in tortious cases.

In states which have not passed statutes making school districts liable for personal injuries connected with school activities, courts have generally ruled that the districts, as agencies of the state, are immune from liability. In attempting to protect their employees from liability litigations, and provide the school children with a way to collect for damages, boards of education usually buy insurance policies. But it may be illegal for a school district to buy such insurance unless specifically permitted to do so by law. Also, if a school district is in a state where, as a governmental agency, it cannot be sued, insurance against liability suits may be worthless.

More depends on common law than on legislation

In *Board of Education* v. *Commercial Casualty Ins. Co.,* 116 W. Va. 503, 182 S. E. 87, the insurance company was sued for the amount of insurance premiums paid by a previous board of education. The Supreme Court of Appeals ruled that:

> "Because it is a public agency, an arm of the state, a school board is not liable for damages for personal injury, even though such injury may arise from neglect or nonfeasance. . . . Nor can a board of education by the acquisition of indemnity insurance, or otherwise, change its status as a governmental agency . . ."

It is important to note that the policy must be written in such a way that the insurance company agrees not to deny liability by reason of the insured. That is, if the school district is in a state which has not waived governmental immunity, the insurance company might refuse to pay a damage suit by claiming it is liable only if the person or agency it insures is liable. Thus, unless a stipulation is written into a contract that the insurance company will not deny liability, insurance may be worthless.

TRANSPORTATION OF pupils to private schools poses special problems for school administrators. It would appear that in states which have passed no laws permitting such transportation, the usual strict interpretation by courts would not allow public schools to provide the service. The problem arises in those states which have legislated to permit school districts to transport private school children.

Such laws have been challenged on the grounds that they permit the use of public funds for private purposes and, by aiding sectarian institutions, violate the principle of separation of church and state. However, the Supreme Court of the United States, in the case *Cochran* v. *Louisiana State Board of Education,* 281 U.S. 370, 50 S. Ct. 335 in 1930, gave an opinion on the use of public funds for buying books for parochial school children which has influenced school transportation decisions. It said:

> "The appropriations were made for the specific purpose of purchasing schoolbooks for the use of school children of the state, free of cost to them. It was for this benefit . . . that the appropriations were made. . . . The schools, however, are not the beneficiaries of these appropriations. . . . The school children and the state are the beneficiaries."

This decision, sometimes called the "child benefit theory," is the basis for sustaining statutes which authorize or require the use of public funds for transporting pupils to private schools; and in 1947, the Supreme Court of the United States did rule such a New Jersey law constitutional. However, state courts may find that such laws do violate state constitutions. Thus the issue may still need to be settled state by state.

IMPLICATIONS OF these court cases provide the basis for the following check list which should help protect school officials from legal entanglements:

Know the law

1. Do you know if your state school law makes reference to the transportation of pupils?
2. If it does, do you know whether the laws are permissive or mandatory?
3. Are you acquainted with such details as:
   a. Conditions under which pupils must be transported?
   b. Requirement or prohibition to transport for extracurricular activities?
   c. Requirement or prohibition to transport private school children?
   d. Provisions for transportation insurance?
4. Do you have a working knowledge of the common law practices in school transportation problems?
5. Do you know if school districts in your state, operating as agencies of the state, are immune from liability suits? Do you know the conditions under which courts in your state have refused to recognize immunity?

Transportation insurance

1. If your district is carrying liability insurance, is it specifically permitted or required to do so by law?
2. If state law requires school districts to carry or contract with transportation companies which carry school bus insurance, is your district complying with it?
3. If the government agency immunity rule applies in your state, has the insurance company specifically agreed, in its policy, not to deny liability on this basis? (If the answer is "no," the insurance is worthless).
4. Assuming insurance is properly carried, does the policy protect all those your district would like to have protected? (Teachers, injured while riding school buses, have been denied damage claims because insurance covered only school children). ●

FEAST AND

by Theodore B. Van Itallie, M.D. and James M. Hundley, M.D.

Over one-quarter of the population of the United States consumes at least five meals each week prepared by an educational institution. Expressed another way, one-twelfth the food intake of this country is the responsibility of school or college executives. In addition to this is the profound influence on family diet which education exerts. Yet, in the most advanced nation in the world, the diet is frequently irrational and extreme. Just how extreme can be gathered from these two observations. They should be carefully filed away in the conscience of every administrator, to be trotted out when the fads and fancies of menus with "youth appeal" threaten to undermine his feeding program.

IT IS NOT generally known that forms of overnutrition may exist due to other than simple caloric excess. Since the end of World War II the suspicion has grown that one serious form of cardiovascular disease, atherosclerosis, may sometimes be due to (or aggravated by) a type of overfeeding, namely an excess of certain fatty acids in the diet.

Nevertheless, until more is known about the relationship between dietary fat and heart disease, obesity must be considered the most widespread form of overnutrition in the United States today. One survey has estimated that one middle-aged American in five is significantly overweight. Surveys also show that excess weight is associated with an increased incidence of hypertension, coronary atherosclerosis, diabetes, gall bladder disease, arthritis, and other disorders.

Keep in mind that the number of calories stored as fat is a function of two dynamic variables: energy intake and energy expenditure. As individuals become more sedentary, fat accumulates more readily. Since energy expenditure can now be measured with reasonable precision in individuals while they are performing their daily tasks, it should be possible to study in greater detail the effect of mechanization upon the energy economy.

Increase in the caloric density of the diet is another consideration. During the last fifty years, the fat and sugar content of the diet has increased while its starch content has decreased. Thus, it is possible that food is now more concentrated in calories.

At certain stages of man's evolution, when food was available at uncertain intervals, overeating must have had distinct survival value. The problem of obesity is thus deeply rooted in biology and psychology. This fact may help account for the widespread nature of obesity and its stubborn resistance to treatment. Since obesity has such a relatively poor prognosis, insofar as cure is concerned, it is important to develop criteria to help distinguish patients who do well on weight-reduction regimens from those who do not.

Two public health measures should help combat obesity: a more vigorous program of nutrition education in schools with emphasis on prevention of obesity, and education to encourage sedentary individuals to take regular exercise, health permitting.

Dr. Van Itallie, who writes on "feast," is director of medicine at St. Luke's Hospital. Dr. Hundley, the "famine" author, is with the National Institutes of Health, Bethesda, Maryland. Their articles are based on talks at a symposium sponsored by the Melamine Council.

FAMINE IN THE UNITED STATES

A diet that contains appreciable quantities of long-chained saturated fatty acids may be another form of overnutrition. An excess of such fatty acids may be one of a number of factors that tend to raise the level of cholesterol and other lipids in the serum.

The complex influence of the diet upon serum lipids and, in particular, upon serum cholesterol is under study. We know that the diet can exert a profound influence on serum lipids. Whether diets designed to lower serum cholesterol (and other lipids) will have a clinically useful effect is one of the most urgent questions facing medicine today.

UNDERNUTRITION STILL exists in this land of plenty. A significant percentage of families, particularly in certain geographic pockets, fail to consume the amounts of essential nutrients necessary for maximum health and productivity.

Classical deficiency diseases have virtually disappeared (reported deaths from pellagra declined from 3,543 in 1935 to 76 in 1957; endemic goiter has declined from thirty-eight percent to about one percent among school children in certain sections of the midwestern states), but deficiency disease remains. In 1957, 781 deaths were reported in the United States due to malnutrition, or multiple deficiency states.

Every major medical center still encounters cases of scurvy, rickets, pellagra, or beri-beri. The percentage of children who are underweight is about the same today as it was twenty years ago. While methods of assessing nutritional status leave much to be desired, we know that many people, particularly children, are not receiving the diet they should, and could.

The 370,000 American Indians living on reservations had, until quite recently, a health status approximating that of this country sixty years ago. Fortunately a broad program of medical care and health services is rapidly improving their conditions.

The million migrant agricultural workers in this country have a poor and precarious diet; their morbidity rates are high.

People in the less favored socio-economic groups in our cities suffer from a poor to totally inadequate diet. About two hundred children in Washington, D.C., are admitted to hospitals each year suffering from malnutrition. The problem is the same with the unemployed, the partially employed, and welfare groups.

Poor nutrition is also caused by diet fads, by medically-restricted diets, and by erratic eating habits.

For other people, minor economic reverses may be enough to shift a marginal diet to an inadequate one. Ironically, about the only thing Americans can't buy on the installment plan is food. A family may have a refrigerator but no food to put in it. When money is tight the installments continue, and family food purchases suffer.

The significance of the revolution of the American diet is its influence on health, and here we must admit some ignorance. People are living longer, infant and maternal death rates are declining, infectious diseases are no longer important causes of death—but there are levels of health and well being that are not increasing. Science has made it possible to postpone the fatal effects of chronic diseases and injury—but the amount of disabling illness has increased vastly in the past twenty-five years. The ultimate effects of dietary changes and of the potential of nutrition for further contributions to health are yet to be fully known. ●

THE AUTOMOBILE INVASION

by Gilbert L. Seltzer

Student drivers are forcing yet another numbers problem into campus planning

A CAR IN EVERY garage may have been the call to prosperity in 1932. Today, many school and college officials only wish they had a parking space for every car. For campuses, like cities, planned in the days when a car was something of a luxury, now find that the number of automobiles converging on their streets and parking lots presents a problem of choking proportions.

If anything, the problem is more critical on the campus, for the proportion of car owners among the student population is unusually large.

The California Department of Education estimates that from one-fourth to one-third of the senior high school students in rural-suburban areas now drive to school, and it predicts that the figure will rise to one-half. Half of today's college students now park cars on campus (more than that on the West Coast) and close to three-quarters of the students in junior college, commuter colleges in many cases, commute by private auto.

If these figures get much higher, and all predictions are that they will, and allowing an acre of parking lot for every one hundred twenty-five to one hundred fifty cars, the profile of the college campus may one day be punctuated by multi-story garages. But parking is only half of the problem; there is also the matter of roads on campus.

The traffic situation has become so acute that some institutions have banished the student automobile from campus. Such extreme action may seem warranted in some cases, but it is hardly a realistic solution to the problem. The automobile is an integral part of our culture, and we must recognize that fact when we develop our school and college sites.

While vehicular traffic on campus is considered by educators to be one of the most disrupting factors in the day-to-day operation of a college, it is also one of the most neglected in terms of future planning.

One of the best solutions to the problem of the automobile on campus is a perimeter road supplemented by dead-end "feeder" roads. This system limits cars to peripheral areas, discouraging their use within the academic portions of the campus. It also eliminates the necessity for centrally located parking facilities. Result is a cleaner, uncluttered campus and a lower accident rate.

Dead-end feeders should be designated primarily for utility traffic, serving dining halls, auditoriums, dispensaries, and other facilities that require ease of entry and exit at periodic intervals. Some could take student cars during off hours.

THE PERIMETER road is a reversal of the concept of the superhighway. It is intended basically to slow and restrict automobile traffic on campus, rather than to encourage it. A perimeter road system can also be used to channel non-student traffic to specific areas like athletic fields, dining halls, or auditoriums so that the core of the campus is not invaded at every special event.

Parking areas may be used as a buffer between perimeter roads and the town. Or the planners may locate parking areas on the campus grounds, as we did at Trenton (New Jersey) State College, inside the perimeter roads to eliminate pedestrian traffic across the roads.

Taking into account the exuberant nature of college students, all straightways on the perimeter arteries should be broken up to discourage activities like drag racing. Some colleges even have ruts designed into roads to

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Mr. Seltzer is associated with the architectural firm of Gehron & Seltzer, which has offices in one of the most traffic-congested cities in the world—New York.

PARKING SOLUTION—Extremity of the campus parking problem is seen at the University of California at Los Angeles which has a student-faculty-employee population of 22,700. Parking is required for 8,850 cars now, for 15,000 in seven years. Solution: college will build ten multi-deck parking structures along campus perimeter road. The first, shown above, is now under construction. Designed by Welton Becket & Associates, it will have six levels and hold 891 cars. Because it is cut into a slope, each level will have on-grade entrance. To help pay for the structures, averaging $2 million each, parkers will pay from $25 to $50 a year, depending on lot location.

make speeding uncomfortable. At Denison University, Granville, Ohio, we changed intersections on campus to right angle intersections with stop signs to slow traffic.

Original plans for older institutions did not foresee the impact of the automobile on the academic scene. However, many colleges which are now suffering from "trafficitis" may have sufficient land available to effect a cure. With enough land at his disposal, an architect can invariably remedy the situation by planned utilization of the area.

FOR THE metropolitan college campus, where there is little room for expansion, alleviation of traffic congestion may be brought about by re-routing vehicles, limiting the use of cars to a before-nine and after-five schedule, or by specifying more efficient employment of existing traffic and parking facilities.

Colleges that have limited grounds and already overburdened parking areas have to turn inward—to the campus itself—to solve this same problem. An example of an inward solution is the rooftop parking lot we devised at West Point's Thayer Hall. The building in the U. S. Military Academy is located on a plateau overlooking the Hudson River, approachable by a winding road too narrow for roadside parking. The roof was the most logical place for a faculty parking area and now accommodates more than two hundred cars.

Underground garages and ramp parking have been resorted to by colleges and universities confronted with similar problems of difficult or limited terrain.

Regardless of the method, the aim is the same—to keep parked cars away from the sides of narrow roads and grass-covered sections of the campus grounds.

The car on campus should be a convenience, a tool, rather than a four-wheeled monster. Within limits, there is a place for it. Careful planning and good traffic control can make the automobile work for—and with—the institution instead of against it. ●

Canada's System Of Local Control

by F. K. Stewart

When the leading contenders for political office spoke their views on education in OVERVIEW *last month, their remarks inevitably settled on the issue of federal support of local schools. Canada's system of public education, like ours in many respects, avoids the issue altogether. To acquaint American educators with Canada's program, the editors requested this report from one of its top education officials.*

CANADA IS ONE of the few countries in the world that has a strictly federal-hands-off policy on education. Responsibility for education in this self-governing nation within the British Commonwealth is constitutionally assigned to the provincial governments. Each of the ten provinces is sovereign with respect to it.

An interesting development in federal participation, however, has been the provision of federal grants to universities. Following the recommendation of a Royal Commission in 1951, the government that year instituted a policy of making grants to universities and colleges based on the population in each province (originally $.50 per capita, now $1.50). Some precedent existed for this in the aid given to universities for the education of veterans in the years immediately following the war.

Except for the first year, the province of Quebec has refused to accept these grants on the ground that they represented federal interference with education. In 1957 the federal government decided that, instead of making payments directly to the universities as it had been doing, it would pay the grants to the Canadian Universities Foundation, an agency established in Ottawa by the universities for this purpose. The Foundation would then distribute the funds according to an agreed-upon formula. Although this arrangement did not prove acceptable to Quebec, its share of the funds (about one-third of an annual total of $26 million) was kept in trust by the Canadian Universities Foundation.

Only this year has an agreement been reached between Ottawa and Quebec with respect to these grants. Under it the Quebec government imposes a one percent provincial tax on corporations in that province and the

federal government reduces its federal tax on corporations in Quebec by one percent. The proceeds, amounting to some $8 million, are then made available to universities in that province by the provincial government.

Perhaps the foregoing problem indicates why the Canadian government prefers to avoid educational matters in general and the more sensitive areas of elementary and secondary education in particular.

Canada, unique in this respect I believe, has no publicly recognized central agency in education, no national ministry of education, nor, as have the United States and Australia, (in which, like Canada, education is a responsibility of the several states), a federal office of education. The provincial governments finance the Canadian Education Association by grants in proportion to population, and through this informal agency, located in Toronto, some liaison is maintained and services performed. The Association has made a number of national studies of particular aspects of education and frequently serves as a means for cooperative action by the provinces. Members of the teaching profession (who are well organized provincially and nationally) and the universities both maintain small liaison staffs in Ottawa.

Canada's ten provincial systems of education vary among each other in some respects, but this is how a typical province's department of education in organized:

Minister of Education. Each provincial department of education, except in Quebec, is headed by a minister of education—an elected member of the provincial legislature who has been appointed as a cabinet minister by the premier with education as his portfolio. He is not, as a rule, professionally expert in education. With the other members of the Cabinet, he determines the broad educational policy of the government in power. His position as minister terminates if the government is defeated, or if he himself is not re-elected to the legislature when an election occurs.

Deputy Minister. The senior civil servant in a department of education is a professional educator usually known as the deputy minister of education. He administers the program set forth by the minister, advises the minister on policy, and, as a permanent official, determines in considerable measure the continuing policy of the department.

Department Administration. The department of education maintains contact with local education authorities through school inspectors. Directors in each department have charge of special educational activities, such as curriculum, administration, supervision, vocational education, guidance, audio-visual education, and correspondence instruction. They are assisted by curriculum committees that represent universities, lay organizations, and provincial teachers' organizations. A department of education draws up the courses of study for the province, authorizes (or issues a permissive list of) textbooks, sets minimum requirements of buildings, trains teachers and issues teachers' certificates, and generally supervises the work of the schools. The department pays from one-third to one-half of the total cost of education through grants to local education authorities, the remainder being borne by local taxation on real estate.

Local Administration. At the local level, administration of schools is delegated to elected school boards. These boards establish budgets derived from local funds augmented by provincial grants. They may appoint their own administrative officials, the number and the variety of their functions depending upon the size of the school area and the population. The senior education official in an urban system, and the locally appointed inspectors under him, must have qualifications approved by the provincial department. In some urban areas and in all non-urban areas, supervision of the schools is carried out by provincially-employed inspectors, sometimes called superintendents.

Most schools in Canada are non-denominational. Provision is made, however, in three of the provinces (Ontario, Saskatchewan, and Alberta) for the establishment of separate or denominational schools for the minority (either Catholic or Protestant) who dissent from the religious belief of the majority and who wish to maintain schools of their own. These schools for minority groups, operated under the provincial department of education, receive local and provincial tax support on the same basis as the schools of the majority. Quebec, where about eighty-five percent of the population is French-speaking and Roman Catholic, has a special dual system of education; the division extends into the provincial department of education where there are parallel departmental officials under a single superintendent for the province. Religious diffierences in Newfoundland are recognized by a five-denominational system coordinated through one deputy minister.

The federal government's role in education goes only so far as to provide education services. The Education Division of the Dominion Bureau of Statistics, for example, compiles education data for all Canada. The Canadian Vocational Training Branch of the Department of Labour provides grants to the provinces for vocational schools. The Indian Affairs Branch of the Department of Citizenship and Immigration administers Indian schools in the provinces, and the Department of Northern Affairs and National Resources administers all federally-supported schools in the Northwest Territories.

The importance of local control is stressed equally in the United States and Canada, but in Canada this is not assumed to reduce the responsibility of the provinces to provide leadership and supervision in the schools or in promoting higher standards throughout the province. A number of groups in Canada have strongly supported the idea of federal aid to education. In the past few years, however, especially since the advent of federal grants to universities, attention has shifted more to the need for larger federal grants to the provinces for general purposes, so that they are better enabled to carry out their constitutionally-assigned responsibilities—education being one. ●

Mr. Stewart is executive secretary of the Canadian Education Association, Toronto, Ontario. His post is comparable to that of William G. Carr's of the NEA.

MAINTENANCE

Six Ways to "Keep 'Em Rolling"

by Wesley N. Dorn

ANY BUS maintenance economy is a true economy only if it contributes to the total savings in time and peace of mind, as well as in overall costs. A repair that puts a bus off schedule, or a lack of repair that increases operation costs, is costly even though the immediate effect may have been to keep costs down at the time work was done—or not done.

But there are sound money-saving angles compatible with the basic purpose of any school bus transportation: to get children to and from school safely and dependably.

Avoid false economy in purchasing. In buying new buses, the size of body, chassis, engine, and tires must be determined in terms of the demands to be made upon them. The decision depends upon an analysis of need for the particular route. But the measure of whether new equipment should be similar to existing equipment is best determined from records.

For instance, front-end maintenance problems may show the need to specify a heavier front axle or a heavier chassis. The same analysis would hold for clutch and generator problems, over-heating, and brake wear. Purchasing based on good records will result in reduced maintenance costs over the life of the bus.

Purchasing specifications should not be too rigid. Equipment heavier than necessary will increase purchase and operating costs without decreasing maintenance costs.

Although it is common to buy buses on open specification, the advantages of standardizing equipment from the same manufacturer should not be overlooked. There are opportunities for maintenance savings in the storage of spare parts and in handling of orders, bills, and payments of parts purchased. When a school system has a variety of makes and models of buses, there is also more time lost by mechanics who are unfamiliar with equipment and have not been able to profit from the experience of working on buses similar in construction.

Make decisions on the basis of well-organized records. Accurate record-keeping makes it possible not only to pinpoint the difference in maintenance costs due to careless handling but helps in making the driver realize how he can help reduce costs. For instance, one county's records showed that a driver was getting poor tire mileage. This was at first ascribed to the kind of road surface he had to travel. However, comparison with the tire mileage of another driver, with similar equipment on similar roads, showed that the other driver was getting far better tire mileage, and that there was need to work with the first driver to reduce his bus's maintenance costs.

The school's transportation department should not be burdened with a lot of clerical work for the sake of having endless information available. But basic reports should be kept because of their administrative implications. An example of basic records, those of the transportation department in a Maryland county, include a driver's monthly report form, summary sheet, and school bus maintenance form.

The driver's monthly report tells whether he is lubricating and changing oil and filters as required for preventive maintenance, and whether there are excessive operation costs indicating need for maintenance. Prices of gas, oil, and lubrication with individual garages are listed on the summary sheet (this particular county has no central garage). This kind of information, kept over the years, provides a picture of changes in costs and can form the basis of maintenance or replacement policies.

Here are 1957–58 figures for that county; its 165 buses, with average seating capacity of 56.2, traveling a total of 1,293,660 miles and transporting 18,664 pupils, chalked up these cost averages:

	¢ per mile	% of total cost
Gas, oil & antifreeze	5¼	15.11
Tire repair & replacement	⅝	1.80
Maintenance & repairs	2⅛	6.11
Insurance & other costs	1⅜	3.96
Depreciation @ ⅛ cost	8¼	23.74
Drivers' salaries	17⅛	49.28
Total	34¾¢	100%

There are so many variables to take into account that records must be analyzed in sufficient depth in order that only like elements are compared—capacity of bus, or density of route.

Mr. Dorn is supervisor in the Maryland Department of Education and secretary of the Maryland Superintendents' Committee on Transportation. His article is based on a talk to the Association of School Business Officials.

But we can compare maintenance costs in terms of the kind of use a bus receives, the capacity and manufacture of the bus, the kind of care it has been given, and its previous maintenance history. Costs which are excessive should be analyzed so that factors which led to them can be isolated. By the same token, records of buses which show less-than-average maintenance costs should also be analyzed. When we find that buses of the same age, with similar usage, and similar care have different maintenance costs, we may wish to change our purchasing specifications. When we find that buses of the same age and of the same manufacture, operating on similar routes, have different maintenance costs, we may want to work with the drivers.

Set up an adequate check list. The adequacy of items covered in a preventive maintenance program is basic to its success. The Transportation Management Research Committee of the Association of School Business Officials has prepared a suggested check list for economies in pupil transportation and has included a recommended preventive maintenance program at 1,000 miles, 3,000 miles, and annual intervals.

Part of the preventive maintenance program is regular lubrication and oil change. Quality in lubrication is as important as quality in bus purchasing. The cheapest maintenance in the long run will come from use of materials best designed to do the job. The additional cost of multigrade oils may be more than offset if their use increases fuel mileage, reduces cold starting problems, and decreases engine wear. New grease products are said to resist effects of water and dirt better than previous products, to extend normal lubricating periods, and reduce excessive wear such as on bushings and kingpins.

Determine when it pays to do your own maintenance work. As school districts acquire more buses they may decide to save money by setting up their own maintenance shop. How many buses justify a maintenance garage? There is no simple answer. Rules of thumb seem to center around ten buses for doing most of the work and twenty buses for doing all maintenance work. In practice, some school districts feel they save money by having a garage and mechanic for five buses; others have no garage for more than one hundred fifty buses.

Here are some questions that should be considered before deciding on a school maintenance shop:

What specific facilities would be needed for making minor repairs, or for doing all the maintenance work? Over how long a period would the cost of garage facilities, equipment, and stock have to be amortized before there would be savings over having the work done outside? Are the bus routes so dispersed that any savings in doing maintenance in a centrally-located garage would be offset by the cost of bringing the buses to it? Will sharing garage facilities with another government agency provide adequate service? Can the kind of personnel needed to operate a maintenance garage be employed within the salary range under which the school system must operate?

Consider the long-range effect of every expenditure for capital improvements and personnel. If a local

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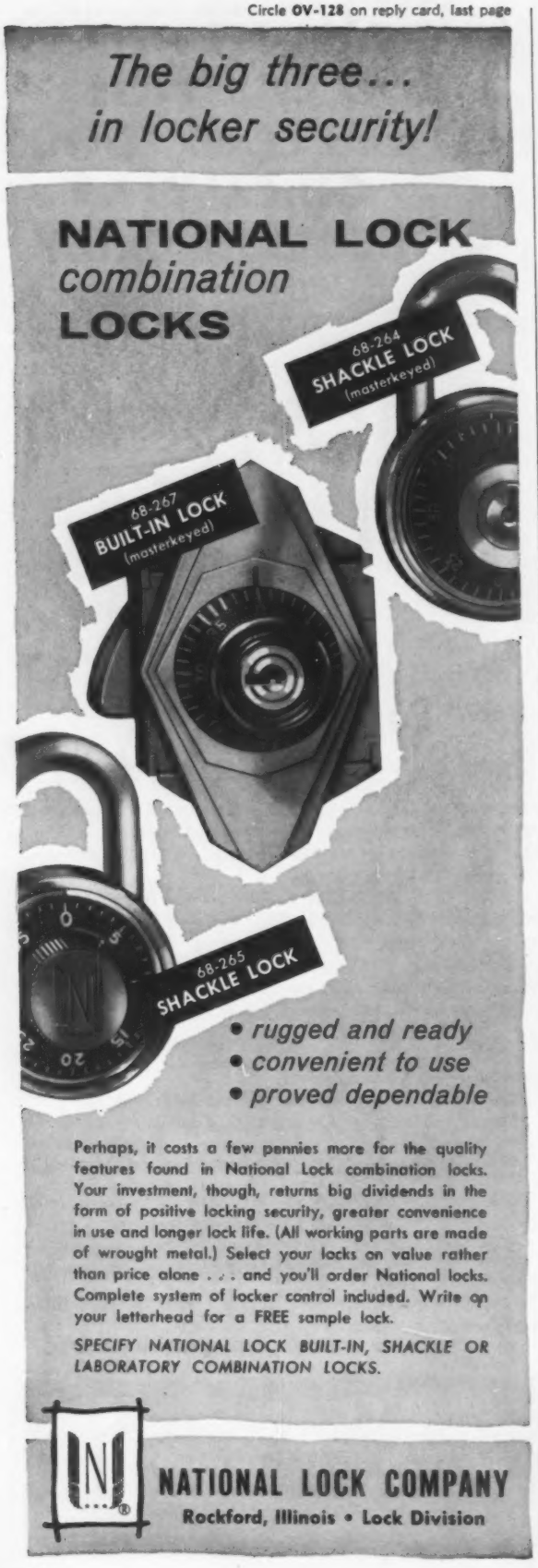
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Maintenance (continued)

school district does its own maintenance work, it is faced with problems of staffing, facilities, tools and equipment, purchasing and stocking of parts, organization and scheduling, record keeping—and making repairs. It is the composite of these that determines whether money is saved in repair work, but here are a few specifics:

- Employ personnel who will save you money. This means paying the salary necessary to get persons capable of doing work efficiently. A man who can diagnose trouble accurately and knows the best way to correct it will save his salary many times over.
- Have a garage layout that will contribute to saving time. A poorly planned garage without adequate space will waste labor, time, and money.
- Encourage employees to use ingenuity. For instance, one mechanic found a way to loosen the center driveshaft bearing on a bus and swing the driveshaft out of the way without removing it to get to the transmission and clutch. Another example of his ingenuity: he welded a wheel wrench onto a pipe that slips into the rear axle tubing so that increased leverage could be applied in removing the rear wheel bearing nut.
- Maintain standard stock parts on a "service" basis. Some companies selling fuel pumps, belts, gaskets, bearings, etc. will handle your stock problems on these items. They will set it up to suit your particular needs, keep it replenished, and take unused stock for credit or exchange.

Build up good repair and replacement practices. Even relatively minor money-saving ideas work like a savings account—the nickels and dimes add up with interest. Here are a few ideas that have paid off for some school districts:

—Change seats from one side of the bus to the other to even wear on the aisle edge.

—Keep equipment in such good condition that every passenger will be proud of it. When equipment is defaced, make immediate repair. One school district uses pressurized paint cans to touch up scratched paint and O.D. tape to mend small tears in seat coverings.

—Include road service for tire troubles when writing tire purchase and recapping contracts. One school district that operates in a radius of twenty-five miles receives tire service anywhere in the district at a flat rate of one dollar per service call.

—Negotiate trade discounts and labor rates in various locations for a given time period before repairs are needed. A garage will give the district a better price if it can expect to do several school bus jobs during the year.

—Purchase frequently used items on bid with quantity discounts. One school district purchases springs in quantity directly from dealers and then arranges for installation at area locations when needed.

Bearing in mind that all of the suggestions made here must be adapted to local school bus conditions, these six money-saving angles should "keep 'em rolling" safely and dependably. •

Orienting the New Teacher

A team of senior staff members helps new personnel to adjust

FOR SIX WEEKS before they ever enter a classroom, beginning teachers in Clackamas and Milwaukee (Oregon) high schools are themselves instructed by their peers-to-be: three experienced career teachers who act as their mentors and consultants. During the six-week summer orientation, held free from the stress of routine teaching days, newly-hired staff members become acquainted with teaching resources in the school and community, prepare the contents of courses they'll teach, and check the school records of students they will meet in September.

The Milwaukee district's orientation program was successfully launched last summer by Superintendent Owen Sabin. Enthusiasm over its success is running high; in fact, the Classroom Teachers Association has urged that this form of orientation be extended to all new teachers in the system.

On the first day of the program, in mid-June, Sabin outlined the program of orientation to his new teachers. They toured the school district and checked into housing and transportation facilities. During ensuing days, they were briefed on the school system's operation and philosophy and met the guidance personnel and administration staff. Social orientation was part of the program also; informal activities brought the new teachers into relaxed, friendly contact with their professional colleagues and with local townspeople.

During the course of the program, the new teachers became acquainted with administrative operation, special school services (library, health, guidance, audio-visual), courses of study and curriculum guides, community resources, and the pupil make-up of various classes. They were also briefed on the ethical behavior expected of teachers and on how to maintain effective discipline and achieve a balance between subject matter and ability range.

To provide a basis of common understanding of subject areas, the three teachers who served as mentor-consultants were chosen for their representative subject fields which corresponded largely with those of the new teachers. English, industrial arts, and physical education paralleled the new teachers' fields of English, mathematics, foreign language, art, social studies, agriculture, and physical education.

Sessions on lesson and unit planning covered the expanse of the school year, with the first quarter more closely outlined, and the first few days and weeks minutely detailed. Characteristically, the new teachers were allowed to develop their own programs as they wished, within the framework of the departmental courses of study. They spent much of their orientation time combing the school libraries for resource materials. To supplement and enrich their courses, they placed orders for recordings, films, and classroom sets of books.

Beneficial to course planning were the periodic interviews held by the three consultants together in a sort of check-and-balance system with each new teacher. Designed to review the newcomers' teaching plans, these interviews also helped to bring reality to nebulous theory and to set down step by step the building of a learning situation.

The office staff gave the new teachers lists of the students they would have in each class. They then examined student files in the guidance department, including test scores, and from these determined the range of ability they could expect to find. Quadrants of expectancy were drawn for each class, placing each student in his appropriate area of achievement in relation to test scores. Result was more realistic and adaptable course planning for variances of ability.

A visit to the Oregon Education Association headquarters in Portland gave the novice teachers a larger perspective of their profession. Here they saw education as a big business operation growing in power and inspiring pride in its membership. Senator Monroe Sweetland told them of legislative trends in education and defined the means by which teachers might be of greatest assistance in promoting their own welfare.

Evaluation of the summer program credited these key steps for the effectiveness of the orientation plan:

1. Sessions between consultants and new teachers on course planning were frequent and thorough.
2. Consultants interpreted nebulous theory on course planning into specific ideas that could be evaluated and written into courses.
3. Consultants helped to point up subject matter adaptation to individual student differences.
4. Consultants encouraged the new teachers to express their individual philosophy but helped to forestall possible errors in planning.

In September the new teachers entered their classrooms already sophisticated in the ways of their school's operation. Not overwhelmed by the complexities of a new system and a preponderance of detail, they were able to slip smoothly into their new role of classroom teacher. They have become well integrated staff members. ●

By Esther Kinnan, who joined the Milwaukee, Ore., Union High School District staff in its pre-orientation days.

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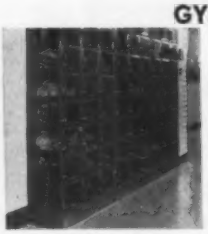

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Tourism and Personnel Policy

THIS MONTH is the height of the travel season for most professional people and the peripatetic educator is no exception. Such blandishments as "fly now—pay later," plus combination ticket and hotel bills (discounted), make travel more inviting than ever to teachers and administrators.

The host countries overseas are even more obliging by arranging special seminars, tours, and study groups lasting from two days to two months. Sometimes one wonders if the point isn't stretched a bit: Americans heading for Sweden can spend August at Mullsjö, where Chinese language and culture will be taught in English.

Summer travel falls into two halves: *travel for fun and relaxation* and *travel for learning and professional enrichment.* The first kind—strictly tourism—needs little investigation. But the second—travel as a form of professional education—merits more attention than it has been given thus far.

Written into personnel policies among many school districts and universities is a provision recognizing travel as a legitimate substitute for academic courses, as fulfillment of certification renewal or earned degree requirements. A recent decision by the Tax Court of the United States (see right) recognizes the tax-deductible status of travel expenses incurred by a teacher, for example. The interpretation of Section 162 of the 1954 Code seems on firmer ground today. More specifically, here is § 1.162-5:

"Expenses for Education. (a) Expenditures made by a taxpayer for his education are deductible if they are for education (including research activities) undertaken primarily for the purpose of:

"(1) Maintaining or improving skills required by the taxpayer in his exployment or other trade or business, or

"(2) Meeting the express requirements of a taxpayer's employer, or the requirements of applicable law or regulations, imposed as a condition to the retention by the taxpayer of his salary, status, or employment."

The Tax Court's interpretation of this Section recognizes travel as a legitimate professional expense; hence, the administrator is forced to evaluate the travel of his staff as legitimate professional activity "imposed as a condition to the retention . . . of his salary, status, or employment." But is this travel always legitimate?

Many people go abroad to have their prejudices confirmed, rather than to learn something new. Many people prepare for their travel merely by buying a ticket and packing a suitcase. Should these people—when they are educators—receive, upon returning home, the benefits of advancement in pay and staff position?

Dr. Christian O. Arndt, who has been conducting New York University's Seminar on Western Europe Today (a six-nation tour) for the past eleven summers, believes that it is incumbent upon school and college administrators to evaluate the "seriousness of purpose" of the staff member heading for a summer overseas. If this is not done, the credits or other rewards given the returning traveler are gifts, based on generosity rather than on professionalism.

"Our terms of reference are not well-defined in this area," says Dr. Arndt, who has personally squired close to a thousand teachers and administrators on study-for-credit tours to Europe and Asia. "There should be some minimum requirements set forth by school or college administrations.

"For example, the traveler should

be able to show some worthwhile pre-travel preparation—the reading of books, visits to embassies or consulates, interviews with foreign students or exchange faculty people—and give proof that this was done. Next, the traveler might be required to share his or her experiences with the school or the community upon return. An illustrated assembly program, a PTA lecture, articles in teacher journals or even the local newspaper might suffice to prove that the junket was done with seriousness of purpose and was a meaningful experience."

Dr. Arndt also looked askance at the lone traveler. "The lonely novice doesn't get much out of a trip abroad. He will not have entree to the really important people or places he should see as a professional person. Then again, the person alone is 'talking to himself,' bouncing his impressions and evaluations off himself, rather than off another person or a group of people who will see things differently from him."

Will the travel boom among educators continue? "There's no doubt of it," says Dr. Arndt. He bases his opinion on the growing realization among Americans generally, and educators specifically, that the U.S. is a world leader more sensitive than ever to the progress of other nations. "The Marshall Plan, the Truman and Eisenhower Doctrines, our foreign aid programs—all of these have dampened pre-World War II isolationist enthusiasms. We are world-minded now and will continue to be. Educators, naturally, will be in the vanguard of this feeling. Therefore, more of them will be packing up and sailing for the far corners at their first opportunity."

For the individual, said peripatetic Samuel Johnson, "the use of traveling is to regulate imagination by reality, and instead of thinking how things may be, to see them as they are." But for the traveling educator, responsible to his employers and hopeful for rewards from them, this fine sentiment must, perforce, be translated into a fair and meaningful procedure by those very employers. And there is the rub, come September. ●

Travel For Credit Ruled Tax Deductible

TAX COURT OF THE UNITED STATES EVELYN L. SANDERS, Petitioner, *v.* COMMISSIONER OF INTERNAL REVENUE, Respondent. (Docket No. 77757. Filed March 31, 1960.)

DURING 1955, and for some years prior thereto, petitioner held the degree of Master of Arts from the University of Oklahoma. Rules of the Chickasha board of education, in effect since 1933, required teachers to maintain certain qualifications. As applicable to petitioner, these rules required:

> All teachers in the Chickasha Public Schools, holding . . . a Master Degree, to attend summer school or satisfy Board of Education requirements in equivalent by Administration approved travel, at least one summer in every five. Petitioner satisfied this requirement in 1953 by attending summer school at Oklahoma College for Women. In 1955 petitioner was given approval of plans to travel in Great Britain and Europe in satisfaction of the 5-year requirement she had to meet prior to the end of 1958. . . .

Upon her return, petitioner prepared a required report of her travels which she submitted to her employer. The report contains numerous observations on topography, industrial, commercial, and agricultural activities, customs and habits, urban design, climatic conditions, and specific magnetic directions and distances traveled. The board of education accepted the report and approved petitioner's travel in satisfaction of its requirement for attendance at summer school or equivalent travel.

The cost of petitioner's travel amounted to $1,069.30, of which $443.50 in transportation was donated to her. Petitioner claimed deduction of travel expenses on her return for the year 1955 in the amount of $635.

Petitioner's expenses of travel in Europe constituted ordinary and necessary business expenses.

The sole question presented is whether petitioner, a third-grade teacher instructing in, *inter alia,* art, geography, English, and reading, may deduct, under section 162 (a) of the 1954 Code, expenses incurred while traveling in Europe in satisfaction of her employer's requirement that she either "attend summer school or satisfy Board of Education requirements in equivalent by Administration approved travel." . . . Petitioner incurred the expenses here in issue primarily for the purpose of meeting express requirements of her employer rather than in fulfillment of some personal purpose. . . . We find that petitioner's travel expenses were "ordinary" business expenses.

Finally, we conclude that petitioner's ordinary business expenses were also "necessary." Respondent (Commissioner of Internal Revenue) does not deny that petitioner's employer required her either to attend classes or to travel. It would appear unsound to contend that because she could have chosen the other, the expenditures she made were not necessary. We need not, however, find such compulsion, for expenses are necessary if appropriate and helpful. . . .

We hold, therefore, that petitioner's expenses for travel, under the circumstances herein, constituted ordinary and necessary business expenses, and are deductible. *Decision to be entered under Rule 50.*

PLANT NEWS

Designed for Child Study

Merrill-Palmer Institute in Detroit is completing a $1 million program-building that will be used for studying child behavior. The new education facility is planned for total air conditioning, but in this case not just for the warm-weather comfort of its faculty and student body.

A controlled atmosphere year-round by means of air conditioning will, according to Davis Williams, development director of the Institute, eliminate one of the variables in child behavior studies. "No longer will we have to allow for changing attitudes and moods due to weather," he reports, "and this should contribute significantly to the quality of many of our long-range research studies."

An average of one hundred carefully-selected students spend part of their junior or senior college years, or a full graduate year, at Merrill-Palmer Institute studying all phases of human behavior. Professional and lay groups, also, use the facilities of the Institute to work in the fields of human development and family and community living.

Last year nearly four thousand individuals took part in the Merrill-Palmer educational program. An important part of this program is the observation of infant and child behavior, which is sometimes affected by discomfort caused by variations of temperature and humidity in the activities areas and observation booths. With air conditioning, the Institute's researchers believe that the variables of atmosphere will be removed so that they can observe human behavior under consistent conditions.

The new building houses classrooms, faculty and administrative offices, nursery school facilities, observation booths, library, play therapy rooms, dining room, and a play area.

Additional space was saved by using an absorption refrigerating machine as the source of chilled water. This unit saves boiler space by operating on district steam supplied by a Detroit company and also eliminates the need for an electric motor.

The new building is designed by O'Dell, Hewlett and Luckenback Associates, Detroit architects-engineers. After forty years of operation, this is the first new educational facility designed specifically to meet the needs at Merrill-Palmer.

Center for Fine Arts

A fine arts building to be added to the campus of the State University Teachers College at New Paltz, New York, will incorporate the most advanced fine arts training facilities ever included in a single structure in the state.

Preliminary plans have been approved for a triple-section building. It will include a two-story and penthouse wing housing visual-arts studios and classrooms (left, in picture above), a music-theatre wing with auditorium and classrooms, and a single-story, glass-enclosed art gallery which connects the two wings. The gallery, entered from a plaza, will exhibit student sculpture and paintings, traveling exhibits from art collections, and exhibits from the college's own permanent collection.

The visual-arts wing will have outdoor terraces, for use during favorable weather, connected to many of the studios and classrooms.

The auditorium is designed for dramatic and musical experiments and will include a projection booth and observation gallery. It will have a sharply pitched floor which raises the rear of the auditorium a full story above the stage, assuring perfect viewing from each of the four hundred seats. An outdoor amphitheatre for summertime productions will be carved out of a slope behind the stage.

According to Dr. William Haggerty, president of the college, "this center, with its excellent faculty, should develop into one of the outstanding fine arts centers in the country." The building was designed by Ballard, Todd and Snibbe, architects of New York City.

Hurricane Tested

An unusual series of hurricane tests were part of the construction procedure at the University of Miami's Medical Research Building opened recently in hurricane-prone Miami, Florida.

A mock-up section of the building wall, which is made up of glass and porcelain panel curtain walls in an aluminum frame, was put to trial by the University's hurricane testing laboratory.

The eight-story medical building was constructed at a cost of $2,150,000. It houses laboratories for all phases of medical research, together with the first unit of a permanent medical library. The University also plans to add an instructional unit to the building.

Decorative note: exterior walls utilize porcelain-faced panels backed by cement asbestos board.

Steward and Skinner Associates, Miami architects, were designers of the university project.

Surcharge on "Free" Education

ABUSES OF the principle of effectively free education can be seen in any number of secondary schools. The student buying his own textbooks, paying for lyceum programs or even instructional films, purchasing tickets to "special" school activities to raise funds for financially insolvent student organizations, or paying to ride a school bus to an activity he is required to attend—these are examples of a common form of educational fraud.

"Free" education turns up hidden costs at every corner.

That these practices are indefensible was pointed out in 1938 by one of the first Educational Policies Commissions in its discussion of American educational structure: "Effectively free education involves, in addition to free tuition, the provision of books and educational supplies; in many cases transportation; and in some cases maintenance grants necessitated by the low income of the family group from which the pupil comes. American education will reach the ideal of equality of opportunity when all barriers, whether economic or social, resulting in a denial of educational opportunity are removed."

Scores of loyal PTAs have likewise misunderstood their function and have earned for their organizations the reputation of being one of the great benefactors of the schools by supplying pianos, projectors, record players, playground equipment, or whatever the school needs but cannot afford. But who are the members of the PTA and what is its function? Do its fund-raising drives mean that the schools are getting something for nothing, or do they mean that parents, children, and school patrons are being exploited?

The business of the PTA is not to sponsor activities to raise funds to purchase equipment which the school cannot afford—worthy as those projects may appear to be. Rather, its business is to exert its leadership, its energy, its influence, and even its money to convince legislatures to pass adequate finance laws to provide for all the needs of the schools. The National Congress of Parents and Teachers itself sees this as its proper role according to its publication, *A Teacher's Guide to the PTA.*

School principals cannot be blamed for the high costs of so-called free secondary education. In fact, it is to their credit that student activity programs have flourished even in the absence of defensible methods of financing them.

Consider the plight of the typical conscientious principal who is forced by circumstances to use dubious methods of financing student activities. He can take either of two positions, neither of them tenable. He can eliminate some of the peripheral activities and services of his school which are not yet accepted as legal functions to be paid for out of regular funds, or he can sponsor them and pay for them however he can.

Some aspects of the problem cause him consternation. He blushes—inwardly at least—when he thinks of the students who are sometimes sent to a study hall to pay the penalty for not having the price of some more inspiring, or at least more entertaining, menu. He winces slightly when he remembers assigning a teacher to supervise the unfortunate students with financial problems beyond their control. He is nonplussed when reminded that, since the activity is being held on school time, in school facilities, and with faculty supervision,

By Percy E. Burrup, professor of educational administration at Brigham Young University, Provo, Utah.

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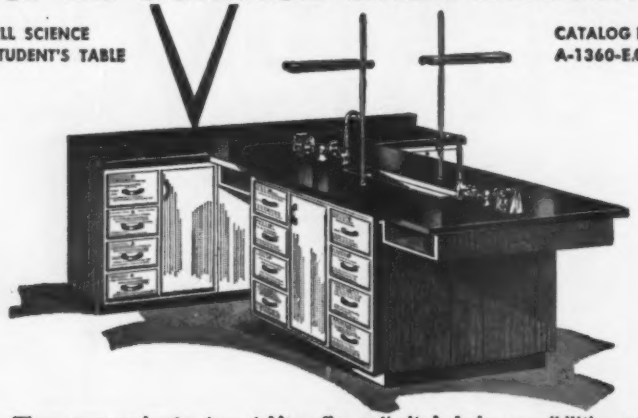

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the district is already paying a fairly large sum of money for it in terms of teacher time and operational costs. He wonders why the students must be compelled to "put the icing on the cake" by adding their contributions. He's not quite sure of himself when he tries to explain how a student can be forced to go to school and at the same time be compelled to pay a part of the cost. He wonders if this is not a form of taxation without representation.

The principal may regain his confidence momentarily when someone reminds him that the students in his school are able-bodied boys and girls who should be earning the money to pay for these "extras," but he is not sure that this is tenable. He is astonished when a parent has the temerity to keep a cumulative account of the actual cost of student incidentals necessary to participate in compulsory and "free" education. He feels uncomfortable when he remembers some of the disconcerting questions which students and parents have asked him. Why should John have to pay for attending a lyceum program when Mary, or anyone else, does not pay to use the tennis courts, the sewing machines, or the typewriters?

Granted that candy and magazine sales are fun, aren't they a form of exploitation? Can these practices be defended just because other schools follow them? Can they be defended on the basis of tradition? What does the state constitution or statute actually mean when it says that the public schools shall be free? Does "almost free" mean the same as "free"?

State constitutions and school codes usually require that public schools provide free tuition to elementary and secondary school students. However, rigid and inadequate finance laws put the squeeze on many of the public schools which, in turn, have tried to protect their programs by relaying some of the financial pressure to the students and their parents. This pattern has been perpetuated to the point of acceptance by many public school people.

The answer to the problem, if parents and students could give it, would be similar to that given by Miller, Moyer, and Patrick in their book *Planning Student Activities:*

"No final, satisfactory solution to the problem of supporting activities is possible unless school officials and school boards provide financial assistance in the same manner and from the same source as that provided for other educational programs. All other methods are at best illogical and undignified and discourage full development of the program. They are always uncertain, often unethical, and certainly unjustifiable. Schools will not be truly free until students from every socio-economic level can have the same educational opportunities."

Educators and educational organizations would render an important service to the youth of this country if they influenced state legislatures and local boards of education to face more realistically the problem of providing effectively free education. This would mean putting more funds into the public school coffers at the same time that the practice of charging fees for "extras" is abolished. Until then, effectively free education is still an unrealized dream of an earlier era—and a misnomer. ●

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Education and Our Political Life

Walter D. Cocking comments on the current scene

In November the electorate will choose a president, all of the members of the House of Representatives, one-third of the members of the Senate, plus numerous state and local officials. The choices we make will largely determine the character and quality of political leadership for the crucial years ahead. How will we make these choices?

Pending on the elections are many vital issues, both domestic and foreign, which will affect our social and economic status and our security and well-being as a people. Among important domestic issues are revision of our tax structure involving what and whom to tax, our system of welfare services, a more equitable and adequate system of education, equal opportunity for all Americans regardless of race or religion, a readjustment of our agricultural program in an age of industrialization, and a stable economy with opportunities for those who want and need work.

Among the issues in the field of international relations are the establishment of an aura of goodwill with other nations, aid for underdeveloped peoples, a strong military defense, equitable trade relations, and development of the right of all peoples to freedom and dignity.

Solution of these issues will depend on the degree to which Americans understand them and on the courage of those whom we elect in November. What role will education play in the decisions we will make?

First, good education can help every American to appreciate the right and opportunity which he has to go to the polls and vote. We can take little pride when eighty percent or less of qualified voters turn out on election day. Education can help us to understand that voting is both a right and a responsibility. The job has not been well done when less than one hundred percent of the American voters exercise their right of suffrage.

In the second place, education can help the voter decide how to make his decisions. It doesn't tell him for whom or for what to vote but it can teach him the process for making an intelligent choice. It is education's role to help people understand the issues, the pros and cons, and the need to exercise the vote for the good of all rather than for personal or emotional reasons. Education's role then is to motivate each individual to obtain all pertinent facts and to interpret them into intelligent decisions. One's value patterns must be the guides to individual choice, and this again is the task of education.

In the third place, education can and should help the voter to understand the importance of his individual decision within the overall public vote. Too many individuals do not seem to understand that how they decide and act have impact on the total electorate's decision. One can be entirely convinced that his decision on a candidate or issue is right and yet be outside the majority view; but without his individual decision, the group decision would have less meaning.

Finally, the future welfare of our political decisions are irretrievably connected with the degree of understanding with which they are made. Arguments based upon an understanding of people, events, and reliable forecasts are the means to good group decisions and hence to the choice of good officials and good solutions for public issues. Jefferson suggested years ago that only educated people are capable of self-government. As I see it, education's role is to make us capable. Every educator, everyone who assists in making educational policy should constantly be alert to the importance of education in our political life. Will it be demonstrated when we go to the polls this fall? ●

NEWS ROUND-UP

AUGUST 1960 OVERVIEW VOL. 1, NO. 8

Ten Years of Language

Ten years of foreign language study, starting in elementary schools, has been recommended by the National Education Association in a report by its Project on the Academically Talented Student. Language study should preferably begin in the third grade for all students, and continue in "an uninterrupted sequence for ten years" for those students who could profit by it.

The traditional grammar-translation method of teaching should be replaced at all grade levels by "more effective methods of personal communication," the report stated. Hearing, speaking, reading, and writing should be stressed in that order.

The report further recommended that the pattern of teaching two years of one or two languages be discontinued. Systems unable to provide the ten-year sequence should adopt at least four- and six-year programs.

According to the report, youngsters possess the skill to imitate even the most unfamiliar sounds, but this skill begins to decline at about age ten. With a competent teacher, the preadolescent can learn a foreign language much as he learned English.

Meanwhile, working with one of the largest grants ($132,000) ever given to an individual under the National Defense Education Act, Dr. William E. Bull, professor of Spanish at UCLA, is developing 500 poster-size drawings to be used as aids in teaching Spanish. When completed in about a year, the pictures (to be available in filmstrips also) will be licensed by the U. S. Office of Education for production and made available to elementary and secondary schools and colleges.

According to Dr. Bull, the picture series, when used by a teacher familiar with "systematic linguistics," will cut down the teaching time in a high school Spanish class by as much as 25 to 40 percent.

Flexibility Stressed In Teacher Certification

Teacher education specialists and specialists in academic disciplines have taken another big step towards settling their long-standing rift over the best means of training teachers. The scene was the annual meeting of the National Commission on Teacher Education and Professional Standards at San Diego—third and final in a series of "cooperative approach" conferences.

T. M. Stinnett, TEPS executive secretary, expressed the belief that a new era of cooperation in the education of teachers was developing between the two camps. While the two groups have not patched up all their differences, he said, a new spirit of partnership and understanding has emerged on many campuses.

The 1,100 participants at the meeting turned their attention to a study of the legal foundation of teacher education—accreditation and certification procedures. Their goal: an effort to ensure that only competent people get into the classroom.

The conference was told that strict certification requirements often keep people with rare talent out of the classroom. Paul Woodring, educational consultant to the Ford Foundation, said that rigid accreditation requirements prevent sorely needed experts who are not professional teachers from entering the classroom.

Leonard Bernstein, he pointed out, is not accredited; yet he is "a superb teacher of music to people of all ages."

He recommended that teaching opportunities be made so attractive that this type of individual would be encouraged to serve in a worthwhile capacity. As members of a teaching team, possibly over television, Dr. Woodring felt these talented persons could reach the most students.

(Along these lines, New York City schools have received permission from the State Board of Regents to hire additional deputy superintendents who are not necessarily educators. Under the old law, the board was permitted only one deputy superintendent with pedagogical training. New ruling will permit the hiring of specialists who do not necessarily have an academic background.)

More important than licensing itself, however, is the assignment of teachers to subjects they are qualified to teach, said Robert N. Bush, professor of education at Stanford University. He argued against legal sanctions to stop the misuse of teachers, contending that this should be a matter of professional responsibility.

(Continued next page)

Half Way for NDEA

The National Defense Education Act passed the halfway mark in its life this past month, with only slightly more than one-quarter of its funds appropriated.

The four-year program carried an original appropriation of $1 billion. To date, Congress has authorized $275 million.

The single largest expenditure has been for science, mathematics, and foreign language instruction. Over $102 million has been allocated to the states for purchase of equipment and remodeling of facilities in these areas.

Next largest appropriation was the $70 million allocated to 1,450 institutions of higher education for student loans.

Other funds have been spent for National Defense Fellowships to stimulate graduate study; for guidance, counseling, and testing; for experimentation in the use of audio-visual aids, including television, and to train foreign language teachers and develop instructional materials for rarely taught languages.

Other discussion leaders pointed out that many teachers are being asked to teach subjects with which they're not familiar, an abuse largely caused by the current shortage of science, mathematics, and foreign language teachers.

"Poor instruction," said Dr. Elton Hocking, professor of modern languages at Purdue University, "is worse than no instruction at all. If the teaching is inadequate, the program should never be started."

Some participants felt the solution lies in more stringent state certification, as is done, to some extent, in thirty-two states (but many of these states do not act against schools improperly assigning teachers).

Dr. Samuel B. Gould, chancellor of the University of California at Santa Barbara, said that the decision of who should teach should not be reached by measuring quality according to the number of state-required courses that have been completed. Dr. Arthur F. Corey, executive secretary of the California Teachers Association, on the other hand, urged educators to "destroy public acceptance of makeshift licenses" for teaching. Dr. Corey estimated that one out of every fourteen teachers in the U. S. holds emergency or sub-standard certificates. "In no other profession," he declared, "do we find practitioners who have not met the reasonable and carefully established standards."

When Flames Rush In

Supervisory staffs of educational institutions should assume greater responsibility for the safety of students than they do now, B. Richter Townsend, executive director of the International Association of Fire Chiefs, told the seventh National Conference on Campus Safety. He further suggested that every school building be inspected daily for fire hazards.

Townsend listed three factors which must receive more attention:

- "We must strive to prevent fires by the design and construction of buildings.
- "We must provide adequate means of escape and thus reduce the evacuation time to the shortest period.
- "We must train personnel, teachers, administrators, maintenance workers, and children to insure that they will react properly when fire occurs."

Soviet Guests

A daring new plan to familiarize large numbers of Russian youth with this country has been suggested by William Benton, publisher of Encyclopaedia Britannica and former U. S. Senator.

Benton proposed that ten thousand American families each year open their homes to young English-speaking Russians and let them live as members of their households for a year. The U. S. government would pay board and lodging expenses.

The proposal, presented in a signed article in *Parade* Magazine, is similar to a plan Benton made on a radio broadcast last fall during Premier Khrushchev's visit to this country.

Benton feels that this country must insure that Russia's children will be our friends in the years ahead. We are not doing enough, he said, "to swing the balance our way in the minds of the coming generation of Soviet leaders."

The ten thousand Russians would be allowed to attend our colleges and universities and travel freely around the country during vacations, under Benton's plan.

The program, to continue indefinitely, "would be the biggest and boldest cultural exchange program ever set up," he says. "If the Kremlin agrees, a similar group of American students could go to Russia."

Reaction to the program, which would cost about $30 million a year, has been mostly favorable, as judged by a sampling of letters received at Benton's office.

Aphasiac Children

Five percent of American children suffer from some form of aphasia, a neurological impairment of the capacity to use words as symbols of ideas. This can include impairment in speaking, writing, and reading.

The estimate was made by Dr.

Of Men and Dolphins

Special programs for superior students, an early admissions policy, and early awarding of scholarships are paying dividends for the University of Illinois.

Latest enrollment figures show that this September's freshman class will be the most intelligent one in recent years. Dean of admissions and records C. W. Sanford reports that 53.9 percent of the new freshman class are in the top quarter of their graduating classes; another 31.2 percent are in the second quarter.

The total of 85.1 percent for the upper half is the highest in the past several years for which records have been kept, says Sanford.

In California, Dr. Albert Upton, director of general studies at Whittier College, released results of his twenty-five-year study of intelligence quotients. Chief conclusion: by careful planning and the use of scientific methodology in the classroom, students can lift their IQ scores as much as thirty-two points, and average ten and a half points higher than previous scores.

Dr. Upton's method is to teach for better analytical thinking. His descriptive metaphor is the wave: that is, the student's thinking broadens and reaches toward new horizons (as a wave travels). "We can train people to solve problems they could not solve before," says Dr. Upton.

But Dr. John C. Lilly, neurophysiologist and director of communications research in the Virgin Islands, could pose a serious problem for Dr. Upton and the U. of Illinois. According to Dr. Lilly's research, the bottle-nosed dolphin ("playboy of the sea") has an IQ equal to—and perhaps even higher than—that of a human being. In addition, the balletic dolphin has a brain forty percent larger than the average man's.

Helmer R. Myklebust, director of the Institute for Language Disorders in the School of Speech at Northwestern University.

He said that it is difficult to diagnose aphasia and that in the past, children who had the disease often were thought to be emotionally disturbed.

Myklebust added that if teachers and diagnosticians could be properly trained for the work, there were "substantial possibilities" of expanding the program of help to aphasiac children.

Eight-Track Plan

Students in Davenport, Iowa, high schools will choose from eight different programs this September designed for individual abilities and aptitudes.

The new system, beginning in the tenth grade, requires a minimum of three years of English, two years of social studies, and one year each of science and mathematics, whether the student is gifted or just marking time.

Tracks 1–4 are college preparatory: science, math and a foreign language; history and languages; art, music, and speech; and business administration.

Tracks 5–7 provide industrial, home economics, or business education for terminal students. The eighth track is mainly an attendance program.

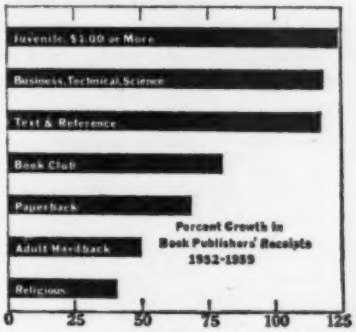
More for Medical Ed.

Physicians are greatly concerned about the future supply of medical manpower, according to Dr. E. Vincent Askey, president of the American Medical Association.

Speaking to leaders of the U. S. Junior Chamber of Commerce, he disclosed that the AMA has begun a major campaign for more medical school students. He said it is "time to bury—once and for all—the false fable that the AMA tries in any way to restrict the supply of physicians."

The Federal Government is also showing concern. Health, Education and Welfare Secretary Arthur S. Flemming proposed a $100 million federal grant, spread over five years, to boost construction of medical, dental, osteopathic, and public health teaching facilities. Money would be matched dollar-for-dollar by the schools. His proposal, submitted to the House subcommittee on health and safety, was among the last of Administration proposals submitted to Congress this session. No action was taken.

Book Market Growth



Courtesy The Wall Street Journal

Publishers' receipts from sales of all types of books have shot up since 1952. Leading the list are the more expensive children's books, up 124.2 percent, according to surveys by *Publishers' Weekly* and American Textbook Publishing Institute.

St. Louis Catholic Students Warned

Sixty percent of Catholic college students are in non-Catholic institutions, according to the education department of the National Catholic Welfare Conference.

This situation has long worried many Catholic leaders. In an attempt to correct it in his area, the Archbishop of St. Louis has issued an edict that Catholic students must have written permission from the Archdiocese to attend secular colleges.

Archbishop Joseph E. Ritter said that permission would be granted only in individual cases and for "just and serious reasons." Acceptable reasons: financial hardships that might be involved in attending a Catholic school, receipt of a scholarship from a non-Catholic institution, unavailability of certain courses in a Catholic school that might be essential to the education of an individual student.

However, in all cases where permission is granted, students must promise to participate in college Catholic activity.

Archbishop Ritter explained the edict by saying that Catholic students and their parents "must always be far more concerned about nurturing and protecting their faith than they are about pursuing higher studies."

A spokesman for the Archdiocese noted that Archbishop Ritter is not forbidding Catholics from attending non-Catholic schools, however.

In Mexico, meanwhile, the leading political parties are squaring off for a battle over Article 3 of the Mexican Constitution, which specifies that religious teaching of any kind will be kept out of the schools. The article was originally written in at a time of revolutionary anti-church sentiment.

In Detroit, a Central Conference of American Rabbis, representing about a million Reform Jews, unanimously went on record against the reading of the Bible for devotional purposes and against released time for religious training. "To read the Bible without comment, as required by existing law in many states, is to reduce to a mechanical routine what should be a meaningful experience," they declared, adding that it was "a usurpation by the state of a responsibility which only the church, synagogue, and home can properly fulfill."

Advanced Placement Reviewed

Breaking through "the sheepskin curtain" is an imminent possibility, according to a three-day conference on advanced placement sponsored by the Fund for the Advancement of Education. Dr. Charles R. Keller, director of the John Hays Fellows, reported on a greater spirit of cooperation now evident between secondary schools and colleges.

The implications of advanced

placement of high school seniors into college work were also reviewed at the conference, held at the Lawrenceville (N.J.) School. Dr. Frank H. Bowles, president of the College Entrance Examination Board, saw a future in which colleges accepted only students in an honors or advanced placement program for a three-year baccalaureate program.

The Dean of freshmen at Yale, Harold B. Whiteman, Jr., said Yale was talking about awarding a Master of Arts degree after four years of study to those students who have had a head start on college. Whiteman also noted the possibility of two-track college programming—one track for regular students, the other for honors students.

The hundred-fifty delegates were unanimous in believing the advanced placement program has been of major importance in educational thinking since it was begun in 1952.

Explosion

Preliminary results of the 1960 census show the United States as being bigger by 28 million people since 1950, for an 18.6 percent increase. Roughly two-thirds of this increase took place in suburban areas. Slum clearance and commercial redevelopment are among the reasons for an often sharp drop in urban populations.

The United States, with 179,500,000 people, is the fourth largest nation in the world. First—Red China (690 million); second—India (403 million); third—Russia (209 million).

Only three states lost population over the past decade: Arkansas (down 7 percent), Mississippi (down 1 percent), and West Virginia (down 8 percent). The nation's capital also lost 7 percent.

Biggest gainers were southwestern states (especially Nevada, up 76 percent, and Arizona, up 71) and Florida, which leads all with a 77 percent increase in population.

Following the pattern of school district reorganization and annexation, many cities have enlarged their metropolitan boundaries to show increases that have taken place mainly in their surrounding suburbs. Los Angeles is the prime example. New York, Chicago, Philadelphia, and Detroit lost population downtown, while the boom was going on in their perimeters.

Footnote: A six-to-two vote in the Houston (Texas) City Council set wheels in motion to make Houston the world's largest city in area. The Council, against Mayor Lewis Cutrer's better judgment, wants to enlarge Houston from its present 450 square miles to 1,550 square miles by annexing every free plot in Harris County.

A new dimension in educational reporting:

The Subverted Classroom

Four top newsmen contribute eye-witness accounts of totalitarian education . . . Close, personal impressions of schools in

Red China • Egypt
Dominican Republic
East Germany

A powerful documentary of what "back-to-school" means to children living in a police state . . . Exclusive in September

OVERVIEW

Urge Expansion of Cooperative Education

A conference called by the Thomas Alva Edison Foundation to discuss a two-year study of cooperative education by the Fund for the Advancement of Education recommended that such programs be greatly expanded.

Cooperative education programs, by which students alternate time spent in the classroom with employment in business and industry, are in effect in about one hundred colleges and universities.

Advantages of cooperative education reported at the conference:

- Students are attracted to college from the lower socio-economic levels.
- Students can finance all or part of their college expenses through jobs during work periods (earnings range from $1,500 to $7,300).
- Colleges can make better use of their facilities by graduating from fourteen to sixty percent more students a year, because half the students are at work while the other half are on campus.
- Students become oriented to the world of work, they learn first-hand about qualifications demanded on the job, and they have a chance to explore their own abilities in connection with real jobs.
- As students rotate between campus and job, it provides the faculty with an opportunity of keeping in touch with business and industry.

Business likes the program because it provides a flow of trained personnel and serves as an actual testing ground of future employees.

The first cooperative plan was established at the University of Cincinnati in 1906.

Building Gifts

Construction of non-profit hospital, church, and educational facilities is heading for a new record total in 1960, running nineteen percent ahead of last year's January–May totals.

Private educational construction is up six percent to $381 million.

The figures, compiled by the American Association of Fund-Raising Counsel, noted the sharpest rise to be in hospital construction, which may total $675 million this year.

The Association, made up of thirty-one national fund-raising firms, estimated that $33 billion would be required for college and university plant development by 1970, or $3 billion annually. If philanthropic support continues at its present level, gifts to higher education will run to about $1.25 billion by 1970, the Association says. •

COMMUNICATIONS CLINIC

Channel Grievances Through a Committee

TWENTY YEARS AGO when I was a school principal a delegation of teachers bluntly proposed that I appoint a faculty grievance committee. I instantly rejected their proposal, explaining that any teacher with a grievance had an open door to my office and that it was not becoming for members of the teaching profession to adopt the conciliation techniques of management and labor.

The intervening years of administrative experience, especially in personnel, have changed my mind. I now believe that both human and professional relations within educational administration demand an organized procedure for communicating and handling teacher grievances. It is not that contention between teachers and administrators has increased, but rather that teachers have become too mature and professionally conscious to be content with a pattern of administrative paternalism.

The structure of an educational grievance plan cannot be patterned after that of management-labor. An industrial plan is concerned largely with collective complaints, but a school must work on an individual basis, recognizing that one troubled teacher can be a major educational problem.

My experience suggests that teacher grievances are concerned, in descending order, with these matters:

1. Conditions of work, including teaching load, assignments, and extra-classroom duties.
2. Failure to be advanced when others "not as well qualified" are.
3. Prejudiced or coercive supervision.
4. Unjust rating on the part of supervisors.
5. Failure of administration to support the teacher in disciplinary problems.
6. Refusal of requests for furloughs, transfers, and similar privileges.
7. Favoritism toward others and discrimination against oneself.
8. Inadequate supplies and facilities.
9. Salary inequities.

By Leon Mones, in charge of personnel for Newark, New Jersey, schools, and for twenty years a sympathetic listener to the problems of classroom teachers.

Now any of these matters can give rise to a personal grievance that affects an individual teacher or to a collective grievance that affects a group or even an entire staff. Thus channels should be provided for communication either by representative committees or by individuals singly affected.

The entire field is fertile for experimentation. For those who would set up a pilot experiment for handling teacher grievances, I suggest the following guidelines:

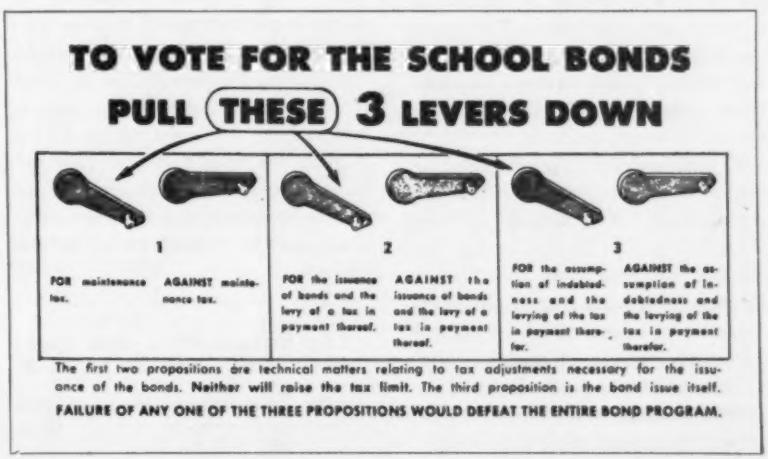
Responsibility—Resolving teacher grievances should be assigned as a function of personnel under the direction of an administrator skilled in the practice of educational personnel management.

Channels—A general grievance committee, representing all areas of school personnel, should be delegated to work with the administrator. It should have the benefit of legal, medical, and psychological consultants. Teacher organizations and even individual schools could set up their own groups and relay grievances to the general committee.

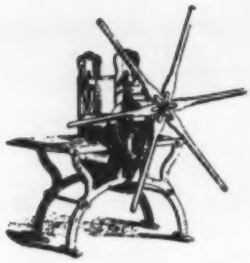
Method—Each teacher grievance that comes before the committee should be quickly acted on, whether it be to remedy an inequity, to grant a request, or frankly to suggest that a teacher seek psychiatric help. A cumulative file of grievances should be kept as a basis for future recommendations and changes in policies and employee regulations. ●

And They Voted "For"

At right is the front of a flier liberally used in a $70 million emergency school bond vote earlier this year in Dallas. Inside the leaflet, voters read the story: unless the eight-year building program was passed, many pupils would be forced into temporary classrooms and on double sessions, and it listed the new schools and additions their "yes" vote would build. Result: they passed the issue by 86½ percent.—*W. T. White, superintendent of schools, Dallas, Texas.* ●


TO VOTE FOR THE SCHOOL BONDS
PULL THESE 3 LEVERS DOWN
1
FOR maintenance tax.
AGAINST maintenance tax.
2
FOR the issuance of bonds and the levy of a tax in payment thereof.
AGAINST the issuance of bonds and the levy of a tax in payment thereof.
3
FOR the assumption of indebtedness and the levying of the tax in payment therefor.
AGAINST the assumption of indebtedness and the levying of the tax in payment therefor.
The first two propositions are technical matters relating to tax adjustments necessary for the issuance of the bonds. Neither will raise the tax limit. The third proposition is the bond issue itself.
FAILURE OF ANY ONE OF THE THREE PROPOSITIONS WOULD DEFEAT THE ENTIRE BOND PROGRAM.

EXECUTIVE'S BOOKSHELF



THE WESTERN MIND IN TRANSITION

By Franz Alexander, M.D. New York: Random House. 1960. 300 pp. $5.

Many of us have clung to the unchangeability of human nature in the kaleidoscope of this century. Human nature may be relatively constant but Dr. Alexander's expert testimony on changing values, roles, and goals makes this constancy pretty meaningless.

"If the world has changed in the past fifty years, the human mind brought about this change." And the changes themselves have a transforming influence upon the mentality of man.

Dr. Alexander grew up in turn-of-the-century Budapest in a world where intellect was honored and the humanistic tradition was central. His book brings us the flavor of those times and we see through his eyes the rising conflict between scientism and humanism. Part One closes with his sorrowful acceptance of the trend toward organization and uniformity in all of man's affairs. Yet he looks forward to a revival of individual initiative and expression. The world needs both those who try to protect and conserve what we have now and those who are relentlessly driven toward new explorations.

A distinguished psychoanalyst, he helped this reader to understand more clearly his profession and the object of the profession—man. His chapter on Play and the Serious Business of Living is an important reminder to educators of the central role of play in growth and learning.

This book is physically designed for ease in reading. The author's style supports that ease. Most importantly, the content builds the unease that is a necessary condition for thoughtful re-examination and growth.

CAREERS IN EDUCATION

Two books published simultaneously by leading publishers, each with distinguished authorship, vary greatly in aim and content but share the same title.

The McGraw-Hill book* is designed for young people considering a career in educational work. It is an excellent textbook, complete with suggested activities and lists of materials for further study. Dr. Wynn uses many engaging reports and illustrations. A most unusual and helpful chapter on *The Work of a Teacher* includes an even dozen reports by workers in as many fields of education on what they do in their jobs.

The Harper book† is written very differently. Professors Redefer and Reeves have called on a considerable experience in counseling to compile a book very helpful indeed both to the young person considering a career in education and to those who having embarked are curious about alternative destinations. It is filled with practical suggestions on how to find and get the "right job" and how to plan the longer career. This belongs in the working library of those who help others make career decisions, and is directly useful to the individual.

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* *By Richard Wynn. New York: McGraw-Hill. 1960. 307 pp. $6.75.*

† *By Frederick L. Redefer and Dorothy Reeves. New York: Harper. 1960. 209 pp. $4.*

THE SABER-TOOTH CURRICULUM: A Satire on American Education

By J. Abner Peddiwell. New York: McGraw-Hill. 1959. 139 pp. Paperback $1.50.

It's good to see this reprinted. The question of what is "the best" education has been too much lately interpreted in terms of manpower needs or the race with Russia or other temporarily appealing shibboleths. Then, too, we are expiring of earnestness. We violently attack, passionately defend, and somberly predict.

Satire is the salt without which our discussion becomes dull. No dullness, but maybe some healthy indignation, is generated in this little book which is only a very little less timely than in 1939. Leave it around for your younger friends. Maybe it'll upset them the least bit in their proudly held convictions about education.

THE POLITICS OF SOVIET EDUCATION

Edited by George Z. F. Bereday and Jaan Pennar. New York: Frederick A. Praeger, Inc. 1960. 217 pp. $6.

Books and reports on Soviet education are coming out in a rising flood. Many of them are tourist reports of rather limited value. This volume is different.

Eleven essays are presented, each representing a study of six months or more by a young scholar familiar with the Russian language. The study culminated in a three-week seminar in Munich where the findings were thoroughly discussed and differing views of specialists were exchanged.

The results are uniformly good. They do not cover the whole field, of

course, but the areas studied are important ones. A few: Class Tensions; Anti-religious Education; the Teaching of History; Foreign Language Teaching; Extracurricular Activities.

This book can be read essay by essay. They vary in sweep and readability, but each repays the reading and together they move us forward in our understanding of the strengths and weaknesses of education in the Soviet Union, and hence of Russia itself.

THE CHANGING SOVIET SCHOOL

Edited by George Z. F. Bereday, William W. Brickman, Gerald H. Read. Boston: Houghton Mifflin Co. 1960. 513 pp. Paperback, $3.50.

This is a comprehensive picture of education in Russia as seen by seventy American educators who took part in an intensive tour under the auspices of the Comparative Education Society. The group included a wide range of backgrounds and interests, and the consolidation of their notes and reports must have been a titanic task.

The editors proved up to the challenge fortunately, and the book reflects their scholarship as well as the careful planning for the group's study and reports.

In a hundred pages we are brought through the history of Soviet education to an overview of the contemporary school. Then in ten chapters, starting with a carefully detailed report on school administration, we are led through the processes and organization from pre-school to adult education, with special chapters on teacher education.

Part Three deals with education of the handicapped and of the gifted, education outside the school, and finally with character and moral education.

Our thanks to the editors for a monumental job worth doing and well done.

AN EVALUATION OF EXISTING FORMS OF SCHOOL LAWS

Volume Two of Legal Problems of Education Series. By Madaline K. Remmlein and Martha L. Ware. Sponsored by The National Organization on Legal Problems of Education. Cincinnati: W. H. Anderson Company. 1959. 253 pp.

Rare indeed does the opportunity come to a reviewer to use the word "unique." Such a word, however, fits *An Evaluation of Existing Forms of School Laws.* With the exception of a National Education Association Research Bulletin (the heart of which is excerpted in this volume) there has been no substantial publication dealing with the form, as distinguished from the substance, of legislation affecting public schools.

The volume is divided into four parts. The first describes the existing forms of school laws in the fifty states. The second is based on a questionnaire study utilizing one-hundred-sixteen individuals from forty-four states occupying positions in state departments of education, state school board and teacher associations, local school systems, and colleges. These respondents evaluated their state statutes relative to such factors as organization, language style, indexing, and annotation. Also they evaluated them in five broad subject-matter areas (school finance, school district organization, property, pupil transportation, and personnel administration). Evaluative questions were grouped under general heads, including protection of rights, distribution of authority, and effect on educational practice.

The most startling result to this reviewer was the general satisfaction of respondents with existing law. Implications of this finding merit further investigation. Perhaps a lead is to be found in the fact that "the more specific the question, apparently, the more critical the respondents became."

The third part of the volume contains a series of chapters excerpted from other publications (e.g., "How to Draft a Good Law" and "Numbering Systems"). The fourth comprises three accounts of experiences

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BOOKS TO KNOW ABOUT

Studying the Community: A Basis for Planning Library Adult Education Activities

Chicago, Ill.: American Library Assn. 1960. 128 pp. $2.50.

The Search for Talent: College Admissions 7

Princeton, N. J.: College Entrance Examination Board. 1960. 131 pp. Paperback $2.50.

Social Studies for the Academically Talented Student

Washington, D. C.: National Education Assn. 84 pp. Single copy $1.

The Conduct of Life

By Ralph Waldo Emerson. Garden City, N. Y.: Doubleday & Co., Inc. 1960. 200 pp. Paperback 95¢.

1960 National Catholic Almanac

Felician A. Foy, O.F.M., Editor. Paterson, N. J.: St. Anthony's Guild. 696 pp. $2.75.

Schools and the Law

By E. Edmund Reutter, Jr. New York: Oceana Publications, Inc. 1960. 96 pp. Paperback $1.

The Federal Government and Higher Education

Edited by Douglas M. Knight. New York: Prentice-Hall, Inc. 1960. 205 pp. Paperback $1.95

Simulation in Administrative Training

Columbus, Ohio: The University Council for Educational Administration. 1960. 46 pp.

Land for the Future

By Marion Clawson, R. Burnell Held, and Charles H. Stoddard. Baltimore, Md.: The Johns Hopkins Press. 1960. 500 pp. $8.50.

The Concern of All

By Maurice J. Thomas, The Tri-State Area School Study Council, University of Pittsburgh, Pittsburgh 13, Pa. 1960. 51 pp. Single copy 75¢, quantity discount.

A Basic Book Collection for Junior High Schools, Third Edition

Edited by Margaret V. Spengler, American Library Assn., 50 E. Huron St., Chicago 11, Ill. 1960. 136 pp. $2.

recodifying school laws written by persons in positions of responsibility for this in California, Indiana, and Minnesota.

The authors of this publication are a former, and a current, assistant director of the Research Division of the National Education Association specializing in school law.

DR. E. EDMUND REUTTER, JR., Professor of Education, Teachers College, Columbia University, New York.

EDUCATION IN THE PERSPECTIVE OF HISTORY

By Edward D. Myers. New York: Harper & Brothers. 1960. 388 pp. $6.

Although it is highly debatable whether a study of the long and varied pasts of man's cultures is the sole or even central requirement for intelligent understanding and coping with today's problems, it is beyond debate that Arnold Toynbee made a firm contribution in his study and organization of history. Professor Myers, assisted by Professor Albert L. Lancaster, has studied education in the Toynbee civilizations and provides perspective, as the title promises, which can help us as we grapple with our own large problems in education.

It is good for us to be reminded of the great oral traditions, for example, and the degree to which education was a process of detailed, accurate oral transmission from generation to generation. And, too, to see how often education originally of great survival value became so fixed in form and content as to be ornamental rather than useful in changing conditions.

Two special features make this book of real value to those who might not wish to follow the separate accounts. The introduction gives an excellent summary of the leading ideas of Toynbee's *A Study of History*. And in chapter 17, entitled Conclusions, Professor Toynbee writes some twenty pages of comment and reflections on all that's gone before. He says that the introduction of formal education has several awkward consequences, and sets forth some of them with insight and clarity.

Perhaps for most of our readers this is not for detailed study, but it is worth having if only for Toynbee's own reflections.

PEOPLE UNDER PRESSURE

By Albert M. Barrett, Ph.D. New York: Twayne Publishers. 1960. 99 pp. $3.

By no means an epochal book, this little presentation may help us to understand ourselves and our fellows a little better. It presents no really new material and the coined word "mynetic" seems a philological plunder. However, despite these qualifications, the reviewer found the reading to be in balance, fruitful. ●

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PERFECT POSTURE—INSTANTLY!
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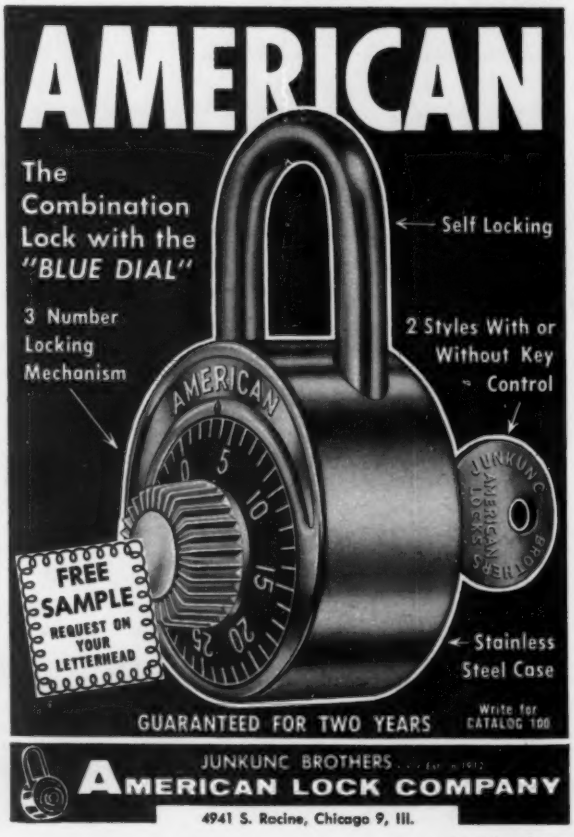


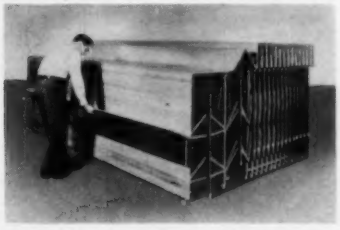
MOBILITY-FLEXIBILITY

for better use of space

Selected by OVERVIEW editorial staff

FOLDING STAGE

What is probably the largest folding stage ever built (74′ wide × 30′ deep × 4′ high) has just been in-



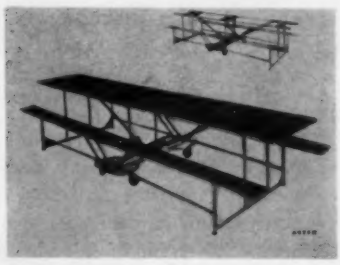
stalled in the Catholic University of America Field House, Washington, D.C. Schieber Mfg. Co. says that this stage, weight 18,300 lbs., is rigid and sturdy enough to support a symphony orchestra with complete safety. When not in use and folded back compactly against the wall, the stage protrudes but 65″. The units are secured in folded position by an automatic locking device and each is equipped with a tumbler lock to prevent unauthorized use.

These portable folding stages are available in practically any width, depth and height. Schieber Mfg. Co., Detroit, Mich.

Circle **OV-201** on reply card, last page

ROLL-AWAY TABLE, BENCH

New roll-away type lunch table by Smith with unit-frame construction



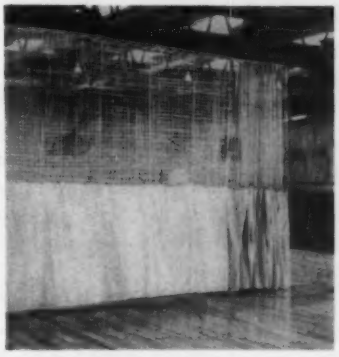
has extra table strength and stability. Table and bench tops are so constructed that there is no structural strain; they are completely supported by the Uniframe understructure.

The tables roll easily on 4″ rubber tired casters. Simple and safe to operate, they open and close in a single motion. The solid understructure locks automatically to eliminate surprise closings or table tipping. The table folds to use minimum floor space (only 4′4″ × 18″) and storage space. Smith System Mfg. Co., Minneapolis, Minn.

Circle **OV-202** on reply card, last page

GYM DIVIDING CURTAINS

Any gymnasium can be transformed into separate practice courts by means of Berlin mechanized gym



dividing curtains. Economical, easy to use, light in weight, they can be operated with motor controls for automatic operation, or hand controlled; can be operated on one side or in halves from either side.

The canvas bottom is made of heavy white 12 oz. duck 10 ft. high with top and bottom seams folded over and double stitched. From top of canvas to the track, 2″ sq. mesh 48 twine cotton net is supplied. All-steel track has steel rollers, bronze pins and aluminum hanger bars for quiet operation, light weight. Berlin Chapman Co., Berlin, Wis.

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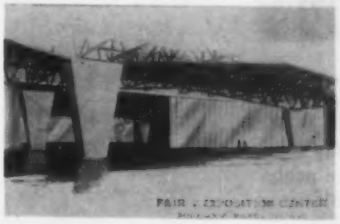
FOLDING PARTITIONS

Torjesen, Inc. has been appointed to make and install the folding partitions for the Chicago Metropolitan Fair and Exposition Center. The in-



terior of this building will be divided into three major areas by two Torjesen automatic electric folding partitions 42′ high and 340′ long. Each of these partitions, 4″ thick and faced with aluminum, is composed of four individual partitions. They contain 132 moving doors, each 5′ wide × 40′ high. The overall area can be converted into three equal subsections in a matter of a few minutes by operating an electric key switch.

Torjesen installations are available to divide auditoriums, classrooms, gymnasiums, and offices. Torjesen, Inc., Brooklyn, N.Y.

Circle **OV-204** on reply card, last page

PARTITION PANELS

Space can be divided easily with the Simpson Partition Panels. Offered with birch, mahogany, and tempered hardboard surfaces in six thicknesses from 1⅜″ to 2¾″. The panels have been designed for use with numerous movable partition systems. Kerfed panels are also available with centerline kerf ¼″ wide and 13/16″ deep to accommodate

(Continued next page)

a ¼" thick by 1½" wide spline. Standard sizes up to an 8 foot height. Simpson Logging Co., Seattle 1, Wash.

Circle **OV-205** on reply card, last page

MOVABLE DISPLAYS

Teaching materials can be moved quickly and easily from one teaching area to another with the Instruc-

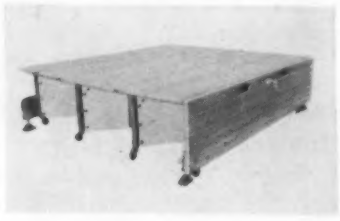
tional Material Centers designed by Freedman Artcraft. Several models are available and easily adapt to display most materials. With the use of the pegboard wire hangers, the IMC unit can act as a complete supply and storage cabinet for shears, crayons, water colors, instruction booklets, etc. The center has its own storage space behind the display area.

Four large ball bearing casters, two of which are provided with brakes, furnish mobility. Freedman Artcraft Engineering Corp., Charlevoix, Mich.

Circle **OV-206** on reply card, last page

FOLDING STAGE

The Wayne folding stage is available in increments of one inch for custom installations in hard-to-fit areas. New accordian fold permits



space-saving storage. The stage opens and closes in one continuous motion, moving on ball-bearing swivel casters. It is automatically key locked in folded position and secured in extended position by foot-operated rubber floor stops at each corner.

In addition to its own weight, the Wayne stage is designed to carry a live load of 150 lbs. per sq. in. and to resist horizontal sway loads of 15 lbs. per sq. ft.

A model is also furnished as a folding riser with staggered heights. Rails and stairs may be ordered as accessory equipment. Wayne Iron Works, Wayne, Pa.

Circle **OV-207** on reply card, last page

EMBOSSED, VINYL PARTITIONS

Two new finishes, misty walnut and embossed vinyl, add interest and design possibilities to the Haws electric-hydraulic Folding Partition line. The vinyl, available in various embossed patterns, gives a three dimen-

sional look, especially effective for large partition areas. This type of finish is mounted on hardboard, which is pressure bonded to the sound-abating honeycomb core.

The misty walnut finish is permanently lithographed on ¼" hardboard and is heavily coated with a protective wax. A natural wood grain appearance is achieved by a soft blending of grey and brown. Robert Haws Co., Detroit, Mich.

Circle **OV-208** on reply card, last page

STAGE SCAFFOLDING

Sico has just developed steel scaffolding which makes it possible to adjust the height of their portable stages. One person can install the scaffolds, which fit into the stage's load bearing columns. Built of the same lustron-plated 16-gauge structural steel as the stage framework,

(Continued page 69)

HOUSEKEEPING HELPS

Caution Sign For Wet Floors

A new two-sided sign of tempered Masonite riveted to galvanized, non-rusting steel frames with non-marking rubber feet; comes packaged in sets of five with its own metal wall bracket. Walton-March, Highland Park, Ill.

Circle **OV-301** on reply card, last page

Window Cleaner

Window-San window cleaner is now available in 15-ounce aerosol spray containers. A foaming agent has been added. Samples on request. Huntington Laboratories, Huntington, Ind.

Circle **OV-302** on reply card, last page

Fiber Glass Care

Instructions for sewing and caring for fiber glass draperies are contained in a descriptive folder covering the various uses and characteristics of fiber glass. Pittsburgh Plate Glass Co., Pittsburgh 22, Pa.

Circle **OV-303** on reply card, last page

Cleaner Concentrate

A liquid concentrate, Clean-O-Magic, in a pre-measured plastic bag, produces one gallon of liquid cleaner which makes 30 to 40 gallons of cleaning solution. Scaletty-Corydon Co., Minneapolis, Minn.

Circle **OV-304** on reply card, last page

Detergent

A detergent for use in any place where water will not damage the surface, for general use in cleaning floors. Chemsearch Concentrate leaves no film and is non-caustic. National Chemsearch Corp., Dallas 26, Texas.

Circle **OV-305** on reply card, last page

Rubber Matting

The new Akro-Rib rubber matting with alternate ribs and grooves is easy to clean (sweep sideways) and has special corrugated design to grip floor firmly. 36" and 48" widths, 30' and 60' rolls. Colors. The Buxbaum Co., Canton, Ohio.

Circle **OV-306** on reply card, last page

the scaffolding is as sturdy and safe as the stage it supports. The scaffolds can be stored with the stage. Sico Mfg. Co., Inc., Minneapolis 24, Minn.

Circle **OV-209** on reply card, last page

ACOUSTICAL WALL

For the school which finds its office space crowded and increasingly

noisy and less private, the acoustical wall or partition by Modern Partitions is an answer. The walls are made with perforated hardboard outer surfaces which allow sound to enter the wall where noise is absorbed in fiberglas. A central sound-baffle core stops sound transfer from area to area. The noise reduction takes place inside the wall, making possible a rugged wall surface to withstand day-to-day wear and tear. Walls and partitions available in 10 standard colors. Free planning, layout service provided. Modern Partitions, Inc., Holland, Mich.

Circle **OV-210** on reply card, last page

OFFICE, LIBRARY UTILITY CART

Putting away heavy library books is easy with the new utility cart shown. A special "postless" construction has been used so that the entire shelf working area is clear. This allows free movement of any material on or off the shelves without becoming caught behind post or shelf flanges. Recessed tubular handle provides full control in conjunction with 5" easy-roll rubber tread casters furnished. Construction is all steel

finished in light gray baked enamel. Bay Products Div., Philadelphia 32, Pa.

Circle **OV-211** on reply card, last page

TEMPERATURE CONTROL

It is now possible simply and accurately to control the temperature in each individual room with the Sterloo Thermotrol, a compact unit which installs right on any radiator.

(Continued next page)

Circle **OV-137** on reply card, last page

GOUGLER

MASTER KEY COMBINATION LOCKS

These sturdy, high security locks use a new type master key, not duplicable on key machines, for proper control and maximum protection. They feature "clicking" combinations, no need to read, just count clicks and open —even in the dark.

Type No. 40

Similar non-master key lock, No. 30/1, available.

BUY NOW! TAKE TWO YEARS TO PAY!
Ordering now will help us deliver on schedule. Our credit plan, with no interest charged, will help you build locker fund and assure proper school security.

Write for sample, prices and 2 years credit plan.

C. L. GOUGLER KEYLESS LOCK CO.
711 Lake St. Kent, Ohio

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FOLDING CHAIRS All-steel, also plywood or padded seat. Complete line. Direct prices, discounts. See Catalog.

TABLE and CHAIR TRUCKS the leader, 7 models, sizes — for transporting, storing. Smooth rolling, easy loading. See Catalog.

FREE—NEW 1960 CATALOG AND DIRECT-TO-INSTITUTIONS PRICES

Kitchen committees, social groups, attention! Direct-from-factory prices—discounts up to 40%—terms. Churches, Schools, Clubs, Lodges and all organizations. Our new MONROE 1960 FOLD-KING FOLDING BANQUET TABLES are unmatched for quality, durability, convenience and handsome appearance.

NEW—Completely automatic lock on pedestals and legs. "Snaps" them rigidly in place, or folded flat. New pedestal and frame construction.

Mail coupon, write, wire or phone for our beautiful new catalog with color pictures of Folding Tables, Folding Chairs, Table and Chair Trucks, Portable Partitions, Bulletin Boards, Folding Risers and Platforms.

MAIL THIS SPECIAL COUPON TODAY!

Please send the new 1960 Monroe FOLD-KING Catalog—prices, discounts, terms.

Name of church, organization_____

Mail to_____ Title_____

Address_____

City_____ Zone_____ State_____

We are interested in (Tables, Chairs, etc.)_____

THE MONROE COMPANY 66 Church St. COLFAX, IOWA

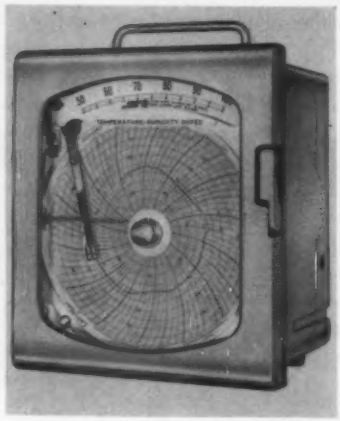
Products (continued)

Self contained, requiring no connection to any external device or power supply and as easy to install as an ordinary radiator valve, this control modulates the flow of steam or water to the radiator to maintain a constant temperature within one and one-half degrees F. Settings may be adjusted by turning the graduated dial to any point between 60° and 80°. Dial may be locked to prevent tampering. Sterling, Inc., Milwaukee 23, Wis.

Circle **OV-212** on reply card, last page

TEMPERATURE-HUMIDITY INDEX

No longer is it necessary for the maintenance man in charge of keeping the building comfortable to guess at the temperature and humidity; two new instruments accurately measure and record this information. One is the Comfort Index Temperature Recorder, which measures, indicates and records the temperature-humidity index, and measures and records ambient temperature; the other is the Comfort Index Recorder, which measures, indicates and records the temperature-humidity index only.



Both instruments are portable, self-contained models. The Bristol Co., Waterbury, Conn.

Circle **OV-213** on reply card, last page

BENCHLESS MOBILE TABLE

Three seconds is all it takes to open or fold the new Howmatic TN, latest cafeteria table by Howe. One reason the unit handles easily is that it rolls open on free-wheeling, castered end legs. Its rubber-capped center legs remain off the ground until the unit is entirely open. Only then do they come down automatically, helping to anchor the table where placed.

Available in 6′, 8′, 10′, or 12′ units. Seats from 8 to 18 pupils. Sturdily constructed around an all-steel angle iron chassis which runs the table's full length. Howe Folding Furniture, Inc., New York 16, N.Y.

Circle **OV-214** on reply card, last page

ALUMINUM SLIDING GLASS DOORS

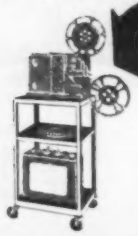
Schools in areas where temperatures run to extremes will welcome the Lumidor Olympix Series 1200 Aluminum Sliding Glass Door, designed to provide positive weatherproof installations. Double wool-pile weatherstripping is applied to all moving parts. High variation rollers and lock-keeper adjustment compensate for variation in the building

Circle **OV-139** on reply card, last page

MAKE A BETTER SHOWING with...

OPTIVOX
PORTABLE EASEL

The newest thing for visual aid is this lightweight, portable **Optivox** easel. 29" x 39½" steel board finished in "rite-on" green, adaptable for chalk, charts, or magnets. Aluminum legs fold to convert from 70" floor easel to table model. Net weight, 17 lbs. Comes with eraser, crayons, chalk, pointer, and removable chalk tray. ***Only $44.95*** Carrying case and lamp fixture are extra equipment.



PIXMOBILE
PROJECTION TABLE

...lets you prepare your presentation in advance, roll it in, and use it when you're ready. Sponge rubber top, 4" swivel wheels, with brakes that hold on incline. Vibrationless. Several models and heights. ***42" table only $32.95.***

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THE ADVANCE FURNACE CO.
2310 EAST DOUGLAS WICHITA, KANSAS

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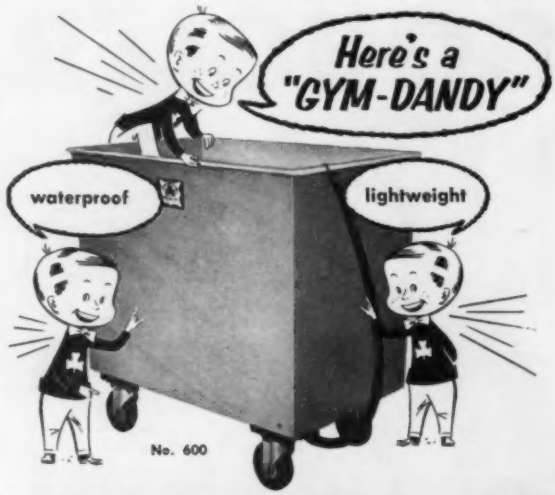


SHAMROCK® POLY-GLASS
SERVICE TRUCK

Sturdy, rigid *Poly-Glass* Truck takes severest abuse in your gym, gives years of wear. Ideal to hold soiled, wet towels and uniforms, has big capacity. Waterproof, won't snag; smooth walls inside and out. No rivets, nothing to rust. Easily washable, sanitary. Lightweight, rolls on rubber casters. Dove grey inside and out. No. 600 style shown above can be furnished without hose. Sold through Shamrock jobbers everywhere.

Sizes: 36" x 24" x 25" deep, 36" x 26" x 27½" deep, 40" x 28" x 30" deep, 48" x 24" x 25" deep.

WRITE FOR LITERATURE AND PRICES

MEESE, INC., MADISON, INDIANA

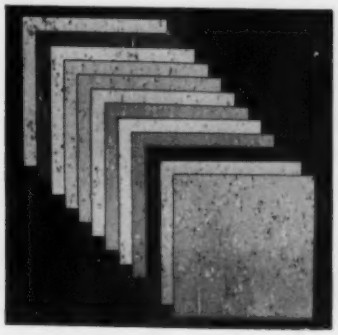
Products (continued)

opening. Frame is especially designed to interchange single or insulated glass panels. Lumidor Mfg. Corp., P.O. Box 357, Hialeah, Fla.

Circle **OV-215** on reply card, last page

VINYL ASBESTOS TILE

Azrock's popular vinyl asbestos tile now comes in a new line called the



Vina-Lux 800 Series with color-chip styling throughout the full thickness of the tile. Installation can be made over concrete, on, above, or below grade; or on felt over wood subfloors. The tile is greaseproof, alkali resistant, economical to maintain. Designed to meet the style and service requirements of heavy traffic areas. In twelve colors, including two metallic tones. Azrock Floor Products Div., Uvalde Rock Asphalt Co., San Antonio, Tex.

Circle **OV-216** on reply card, last page

MOBILE SCIENCE UNIT

The Cartalab is a complete science demonstration desk on wheels which permits the instructor to carry on a full series of demonstrations whenever and wherever classroom study areas are available. All of the facilities necessary to accommodate the required laboratory apparatus and reagents for a complete science demonstration are built in. It has a stainless steel sink with pump faucet, retractable electric cord with multiple outlets, ample drawer space, two high impact plastic tote trays, burrette rod, acid resistant top plus additional cabinet storage space. Solidly constructed. Metalab Equipment Co., Hicksville, N.Y.

Circle **OV-217** on reply card, last page

MAGNIFIER

A new 3× Illuminated Magnifier is an excellent inspection aid wherever a quick, accuration examination of small objects is needed. The magnifier rests securely on any flat surface, such as a desk or workbench, allowing complete freedom of both hands. Special design of the new

(Continued next page)

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in place of standard AC outlets

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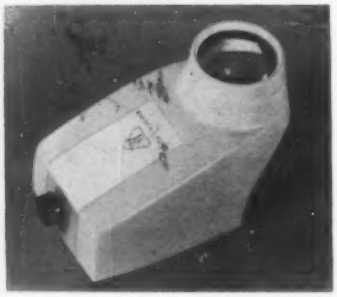


model produces even illumination of the entire area under examination. There is a choice of battery operated or 115-volt model. Bausch & Lomb Inc., Rochester 2, N.Y.

Circle **OV-218** on reply card, last page

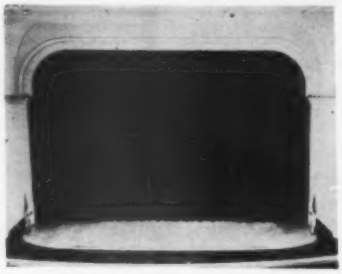
BENCH, TABLE BUYING GUIDE

Helpful hints on choosing the mobile folding units to suit the users particular needs. It lists factors to consider, such as: room usage, scheduling needs, number of students, room sizes and shapes, and storage facilities. Every mobile unit shown is accompanied by complete technical description of its structural features, materials used, and architect's specifications. Howe Folding Furniture, Inc., New York 16, N.Y.

Circle **OV-219** on reply card, last page

FIBERGLAS STAGE CURTAIN

Four hundred yards of vinyl-coated Fiberglas fabric made this stage curtain for the auditorium of



the American Museum of Natural History in New York City. Known as Dura-Decor, this material was chosen because it is flame resistant, dimensionally stable, rot-proof, and durable. Requires no dry cleaning—only an occasional dusting. Available in 11 standard colors, all unaffected by the deteriorating effects of sun and moisture. Duracote Corp., Ravenna, Ohio.

Circle **OV-220** on reply card, last page

ATHLETIC EQUIPMENT BOXES

Muckle Mfg. Co. builds metal stowage boxes to specifications for

special needs in transporting athletic equipment. The box illustrated was built to the customer's specific requirements and provides compartments for discus, shot put, measuring tapes, batons, stop watches etc. Muckle Mfg. Co., Owatonna, Minn.

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Circle **OV-135** on reply card, last page

FOR SUPERIOR DESIGN, CONSTRUCTION AND PERFORMANCE . . . FAR GREATER STRENGTH . . . UNEQUALLED SAFETY . . .

AMERICAN *Approved*
PLAYGROUND
SWIMMING POOL
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EQUIPMENT

Since 1911 the finest equipment built, backed by lifetime guarantee against defective materials and construction . . . specified by leading recreational authorities for almost half a century.

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AMERICAN
PLAYGROUND DEVICE CO.
ANDERSON, INDIANA, U.S.A.
WORLD'S LARGEST MANUFACTURERS OF FINE PARK, PICNIC, PLAYGROUND, SWIMMING POOL AND DRESSING ROOM EQUIPMENT

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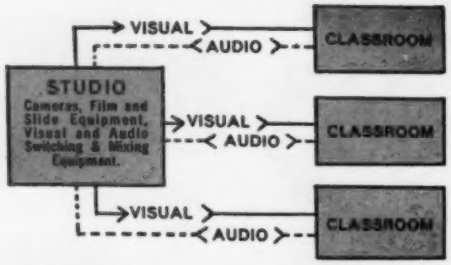
When You're Ready to Talk About Classroom TV . . .



Why not let our engineers point out the advantages—both cost-wise and performancewise—of the centralized studio. And, there are other ideas—such as the distribution system—which we'll discuss with you in helping plan YOUR ETV layout.

Sarkes Tarzian, Inc., is a pioneer in the field of ETV systems, and is recognized as one of the nation's foremost suppliers of television equipment for educational use.

Always we have stressed simplicity and reliability of operation . . . ease of maintenance . . . low initial cost, as well as low operating cost. And, it's interesting to note: most of our ETV equipment has been purchased in competitive bidding. May we submit a proposal to meet your individual requirements. Write or call:

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FOR MORE INFORMATION...

Bus Safety—In a new comic book designed to appeal to the smaller children, Casper, the friendly ghost, tells how to behave while on the school bus. He's also featured in a poster on the same subject which can be displayed in classrooms and on bulletin boards. Superior Coach Corp., Lima, Ohio.

Circle **OV-401** on reply card, last page

Safe Driving—"Golden Rules for Better Driving." Every student in a driver education class should have a copy of this booklet which illustrates the most common emergency situations that may arise and explains the safest way to meet them. International Parts Corp., Chicago, Ill.

Circle **OV-402** on reply card, last page

Ball Point Pens and Thermofaxing—If you've ever been annoyed because a notation made with a ball point pen wouldn't pick up on the Thermofax, here's help. This booklet lists 150 different ball point and liquid graphite pens which will give clear, sharp reproductions. Minnesota Mining & Mfg. Co., Dept. SO-216, St. Paul 6, Minn.

Circle **OV-403** on reply card, last page

Drapery Fabrics—A new sample book of architectural fiberglass drapery fabrics. There are 128 fabrics in sheer marquisettes, nubby boucles, and rugged textures in a complete color range. Particularly suitable for school use, these fabrics help control solar heat, diffuse light and muffle sound. Glass Fabrics, Inc., Los Angeles, Calif.

Circle **OV-404** on reply card, last page

Science Apparatus — "Supplement I." Apparatus listed is used for instruction in Physics, Chemistry, Biology, and General Science for demonstration and laboratory work in topics such as radioactivity, electricity, light, sound, mechanics, and physiology. Arthur S. LaPine and Co., Chicago, Ill.

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Mathematical Models — "Mathematical Models for Teaching." Geometry becomes crystal clear when viewed through these plastic teaching models. The students are able to see not only the external shape, but also concealed edges, enclosed intersecting planes, and internal dimensions. Colors are used to identify features of special interest. Arthur S. LaPine and Co., Chicago, Ill.

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School Traffic Signal System—"Bulletin 2716." This bulletin describes a school signal system with electronic controller designed to operate automatically during morning, noon, and afternoon periods. The system should be used at mid-block crossings, which are safer for children since they do not have to avoid turning traffic. Crouse-Hinds Co., Syracuse, N. Y.

Circle **OV-407** on reply card, last page

Audio-Visual Catalog — New 28-page catalog lists all filmstrips, recordings, and motion pictures currently available plus several new filmstrip kits scheduled for early release from Jam Handy Organization, Detroit, Mich.

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If further information concerning any of these products is desired, it will be sent without charge or obligation. Simply circle the identifying numbers on the back of the business reply card and mail it to us.

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102 Nor-Lake Coolers, Refrigerators, Freezers

103 Mississippi Diffused Glass

104 Monitor Language Laboratory System

105 du Pont Ludox Anti-Slip Ingredient for Floor Wax

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140 Meese Shamrock Poly-Glass Service Truck

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OVERVIEW August, 1960
470 Park Ave. South, New York 16, N. Y.

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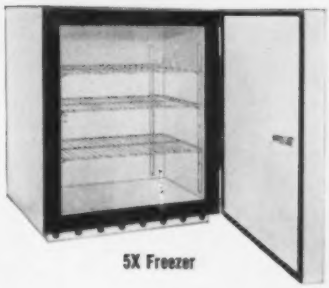
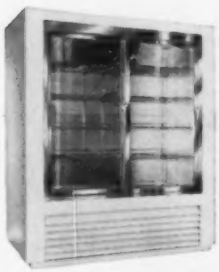


5X Freezer

5X FREEZER—A completely self-contained unit. Three adjustable shelves, four storage areas in 5.17 cu. ft. Fully adjustable cold-control. White baked enamel finish and Fine-Line styling make it perfect for commercial, apartment, hospital-clinical or laboratory uses. Only 34" low, use it under the counter, piggy-back stacked, or side by side with available matching refrigerator.

45XH Freezer

FREEZER, REFRIGERATOR OR COMBINATION UNIT—Big 45 cu. ft. capacity in handsome Fine-Line steel cabinet. Two-keyed locking standard or glass sliding doors. Interiors aluminum, exteriors baked enamel.



45XHG Freezer

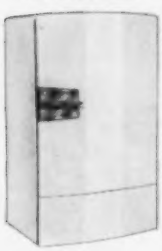
All-metal Walk-in Cooler and Plug-in Panel

ALL-METAL WALK-IN COOLER—Perfect for beverages, produce, meat and daily dairy products. Heavy 20 ga. cold rolled steel body has baked enamel exterior. Interior galvanized, Fiberglas insulation. Loxtite fasteners make unit a snap to assemble. Optional Nor-Lake Plug-in Panel mounts on ceiling or wall—gives you refrigeration in minutes.

Nor-Lake "Customized" all-metal or wood coolers and freezers available in any size or height at *no extra cost!*

ALL MODELS AVAILABLE IMMEDIATELY, IN STAINLESS STEEL IF DESIRED.

D20W Deluxe Freezer

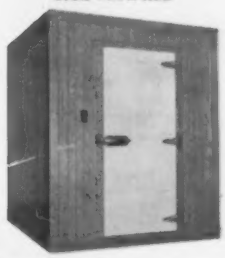


17XD Low-temp Upright Freezer

PB-150 Portable Ice Cart

SD-58 Sliding Door Beverage Cooler

Deluxe Walk-in Cooler



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Second & Elm, Hudson, Wis., Dept. 301r

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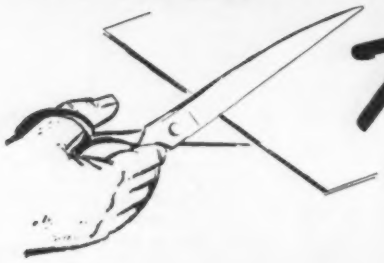
Quakertown High School,
Quakertown, Pennsylvania
Architects: H. F. Everett & Associates
Contractor: Coopersmith Bros., Inc.
Glazier: Pittsburgh Plate Glass Co.



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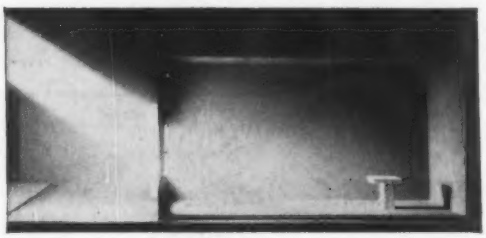
The property of light diffusion in translucent glass by Mississippi is one of the most useful tools available to the architect and engineer. By its means rooms can be adequately daylighted far from windows, small skylight areas can cover large expanses of floor space with shadowless daylight, privacy can be secured, light can be controlled . . . literally tailored to suit requirements.

Working hand in glove with modern lighting practices, Mississippi Glass reduces contrast that results in costly visual errors . . . keeps interiors more comfortable. Occupants see better, feel better, work better.

Available in a wide variety of patterns and surface finishes for industrial and commercial buildings, schools and residential use. Make the most of light with Mississippi Glass.

CLEAR GLASS—Actual photograph of "smoke box room" with its window glazed with clear glass. Note high concentration of light near window.



DIFFUSING GLASS—Smoke box photo—window glazed with diffusing glass. Note uniformity of lighting and its distribution to far side of room.

In these photographs the box is built to a scale of 1"=1' to represent a room 12' high, 12' wide and 24' deep. The "window", centered in one end, is 4' square, 3' above the floor.

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